

Connect

Primary 3

Student's Book

Term 1

Nicola Gardner



Name: ....

School: ....

Class: ....

School year: ....

Foreword

This is a pivotal time in the history of the Ministry of Education and Technical Education (MOETE) in Egypt. We are embarking on the transformation of Egypt's K-12 education system (Education 2.0) starting in September 2018 with KG1, KG2 and Primary 1, continuing to be rolled out year after year until 2030. We are transforming the way in which students learn, to prepare Egypt's youth to succeed in a future world that we cannot entirely imagine. The rapid technological advancement and disruptions to industries and the workplace requires MOETE to undergo a major configuration of when to learn and what to learn. The foundational skills of literacy, numeracy and digital literacy are the core. Education at a young age also needs to be multidisciplinary to broaden students' horizons, integrating the essential soft skills and competencies such as communication and critical thinking into the school curriculum. There must be joy in learning so that students are motivated to engage in lifelong learning throughout their lives keeping up and staying ahead of changes in the world.

Curriculum is not the end but the beginning of the important process of changing Egypt's education system. MOETE is very proud to present this new series of textbooks, *Connect*, with the accompanying digital learning materials that capture its vision of the transformation journey. This is the result of much consultation, much thought and a lot of work. We have drawn on the best expertise and experience from national and international organizations and education professionals to support us in translating our vision into an innovative national curriculum framework and exciting and inspiring print and digital learning materials.

The MOETE extends its deep appreciation to its own Center for Curriculum and Instructional Materials Development (CCIMD) and specifically, the CCIMD Director and her amazing team. MOETE is also very grateful to the minister's senior advisors for curriculum and early childhood education. Our deep appreciation goes to Discovery Education, Nahdet Masr, Longman Egypt, UNICEF, UNESCO, World Bank Education Experts and UK Education Experts who, collectively, supported the development of Egypt's national curriculum framework. I also thank the Egyptian Faculty of Education professors who participated in reviewing the national curriculum framework. Finally, I thank each and every MOETE administrator in all MOETE sectors as well as the MOETE subject counsellors who participated in the process.

This transformation of Egypt's education system would not have been possible without the significant support of Egypt's current president, His Excellency President Abdel Fattah El-Sisi. Overhauling the education system is part of the president's vision of 'rebuilding the Egyptian citizen' and it is closely coordinated with the Ministries of Higher Education and Scientific Research, Culture, and Youth and Sports. Education 2.0 is only a part in a bigger national effort to propel Egypt to the ranks of developed countries and to ensure a great future to all of its citizens.

A Word from the Minister of Education and Technical Education

It is my great pleasure to celebrate this extraordinary moment in the history of Egypt where we launch a new education system designed to prepare a new Egyptian citizen proud of his Egyptian, Arab and African roots - a new citizen who is innovative, a critical thinker, able to understand and accept differences, competent in knowledge and life skills, able to learn for life and able to compete globally.

Egypt chose to invest in its new generations through building a transformative and modern education system consistent with international quality benchmarks. The new education system is designed to help our children and grandchildren enjoy a better future and to propel Egypt to the ranks of advanced countries in the near future. The transformation of the Egyptian citizen is Egypt's national project for the years to come and it is the only safeguard for a prosperous future.

The fulfillment of the Egyptian dream of transformation is indeed a joint responsibility among all of us; governmental institutions, parents, civil society, private sector and media institutions. Here, I would like to acknowledge the critical role of our beloved teachers who are the role models for our children and who are the cornerstone of the intended transformation.

I ask everyone of us to join hands towards this noble goal of transforming Egypt through education in order to restore Egyptian excellence, leadership and great civilization.

My warmest regards to our children who will begin this journey and my deepest respect and gratitude to our great teachers.

Dr. Tarek Galal Shawki

Minister of Education and Technical Education







Contents

Scope and Sequence

Who am I?

Unit	Vocabulary	Language	Phonics
1 I feel happy!	*angry, excited, happy, hungry, sad, thirsty, tired*	*How do you feel?* *I feel tired.* *He feels happy. She is excited.*	**ee:** feel, bee, sleep **ea:** leaf, clean, eat, meat
2 What's the matter?	*cold, cough, fever, headache, sick, well; stomach, bone, heart, skin*	*What's the matter?* *I have a fever.* *I'm sick because I have a headache.*	**ck:** sick, black **sk:** skin, skirt, sky
3 On the weekend	*collect magnets, draw pictures, listen to music, play sports, sing a song, take photos; light and dark colors*	*I am playing sports.* *I like (playing sports), but I don't like (singing).* *I draw pictures on Saturday.* *I play tennis at ten thirty-five.*	**ng:** sing, fishing **sp:** sports, space, spider
Review 1	Revision of units 1- 3		

Who am I?

Life skills	Values	Issues and challenges	Integrated cross-curriculum topics
Communication skills: Self-expression: Talking about feelings	**Perseverance** **Compassion**	**Social participation** **Preventative health**	**Science:** Living a healthy lifestyle **Math:** Measuring lengths using millimeters and centimeters; Using bar charts
Self-management: Realizing the importance of keeping safe while using medicines; keeping healthy **Empathy** **Resilience**	**Independence and Compassion**	**Therapeutic health** **Preventative health**	**Science:** Parts of the body; Personal hygiene; Medicines and safety
Creativity **Empathy**	**Participation and compassion**	**Non-discrimination for people with special needs**	**Math:** Telling the exact time **Art:** Describing colors **Science**: Magnets
Self-management and self-assessment			

Scope and Sequence

The world around me			
Unit	**Vocabulary**	**Language**	**Phonics**
4 I love my home	*armchair, bookcase, chair, clock, cupboard, lamp, couch, table, television*	*What's in the living room?* *There's a clock. It's next to the bookcase.* *There are chairs across from the TV.*	**air:** hair, chair, pair **ear:** ear, beard
5 At the zoo	*elephant, giraffe, hippo, lion, panda, penguin; plant, pollute, recycle, reuse, glass, paper, plastic*	*Where are the hippos?* *Go straight. Turn left/right.* *How about going to the elephants?* *Good idea!*	**ph:** photo, elephant **wh:** white, whale when, where
6 Let's go to the circus!	*clown, ringmaster, dog trainer, trapeze artist, quadrilaterals, square, rectangle, rhombus, angle, side, corner, circus people, tally chart, bar chart*	*What does the clown look like?* *He is tall and thin.* *What's that?* *It's my pencil case.* *It's my rectangle.*	**ou:** cloud, mouse, mouth, young **ow:** clown, cow
Review 2	Revision of units 4-6		
Fiction reader	*Malak's Dream*		

The world around me			
Life skills	**Values**	**Issues and challenges**	**Integrated cross-curriculum topics**
Collaboration	**Cooperation** **Respect**	**Loyalty and belonging**	**Social Studies:** Helping at home **Math:** Multiplication and division **Science:** Natural resources in Egypt
Communication **Critical thinking**	**Independence** **Curiosity**	**Awareness of duties and rights** **Environmental responsibility**	**Social Studies:** Using a map **Science:** Animal habitats **Math:** Understanding fractions
Respect for diversity **Creativity:** Appreciation of art and skills **Problem solving**	**Curiosity** **Appreciation of science**	**Community participation** **Environmental responsibility**	**Art:** Performing art **Math:** Quadrilaterals; Finding information on a graph **Science:** Using simple experiments to answer a question
Communication **Participation**			
Communication **Problem solving**	**Respect for others**	**Non-discrimination for people with special needs**	

Let's remember

Vocabulary

1 **Look and write. What is the mystery word in yellow?**

1					a	p	a	r	t	m	e	n	t
2													
3													
4													
5													
6													
7													
8													

1 2 3 4

5 6 7 8

The mystery word is: ....

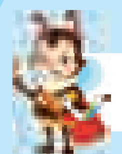


2 **Read and match the questions and answers**

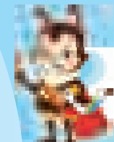
1. Is there a park?
2. Are there any bananas?
3. What do you have in your apartment?
4. What are these?
5. How are you?
6. Where's the station?

a. These are my toys.
b. I'm fine.
c. It's next to the supermarket.
d. No, there aren't. There are some apples.
e. I have a kitchen, a living room, two bedrooms and a bathroom.
f. Yes, there is. It's on the right, after the station.

Vocabulary

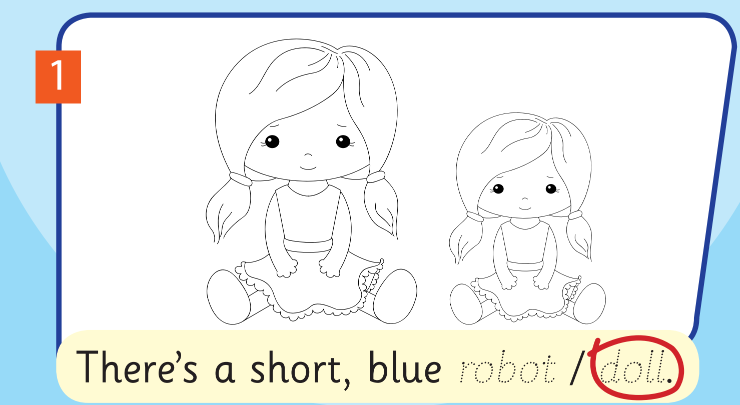


1 Read and trace



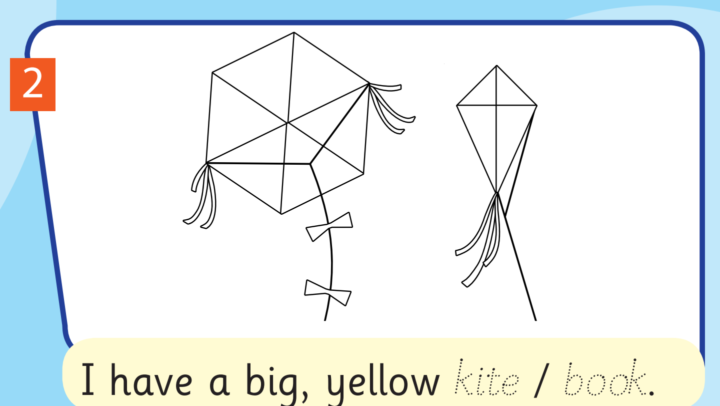
2 Circle and color

1



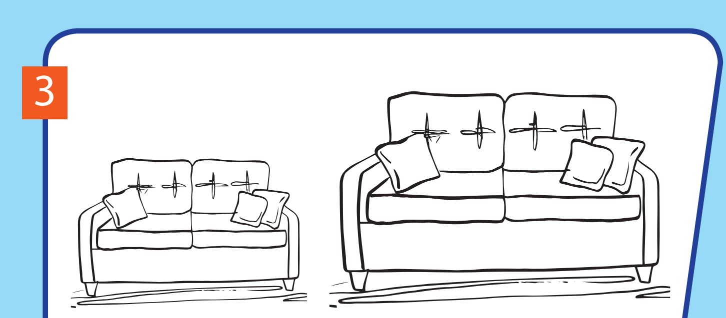
There's a short, blue robot / doll.

2



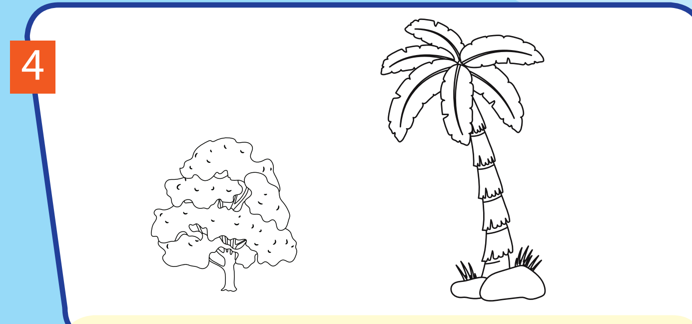
I have a big, yellow kite / book.

3



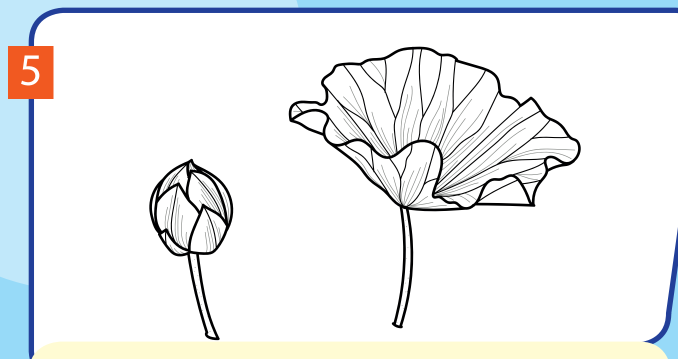
This is a small, green couch / computer.

4



It's a tall, red tree / park.

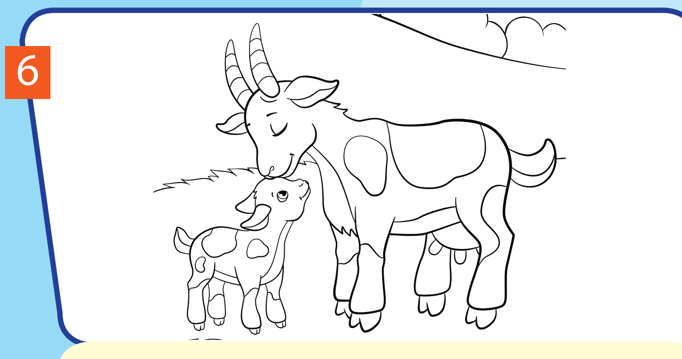
5





This is a big, pink flower / tree.

6



This is a small, gray donkey / goat.



Speaking



1 Listen, point and say

2 Point, ask and answer

Is there a river?



Are there any balloons?

No, there aren't. There are some footballs.





1 Listen and read. Write the places on the map

Sherif's house   museum   restaurant   station   store

Red Road

5 ______

2 ______

4 ______

1 ______

Green Road

3 Sherif's house

supermarket

Park Road

Apple Road

Start

Amir, where is Sherif's house?

Go straight, turn right into Green Road and turn right into Apple Road. It's on the left.

Thank you!

2 Look, read and complete

Hi! I'm Dina! I have a computer. I look at the .... on my computer. I use my .... and .... to find everything.

I have a .... I take photos on my ....




Theme 1:

Who am I ?



Unit 1 I feel happy!

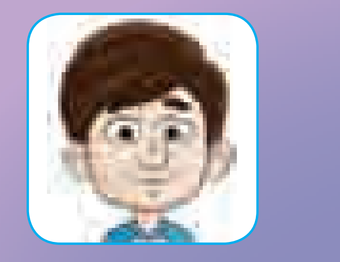




Listening



1 Listen, point and say

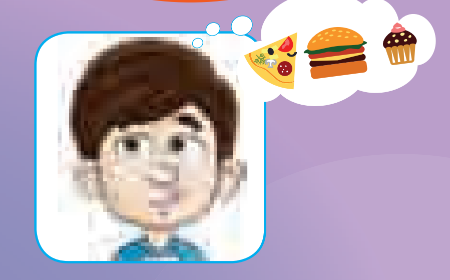


I feel happy!

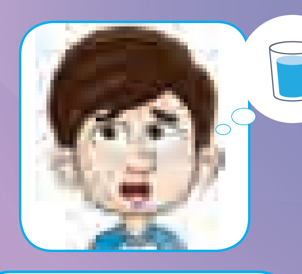


I feel excited!

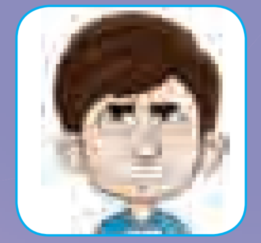




I feel hungry!



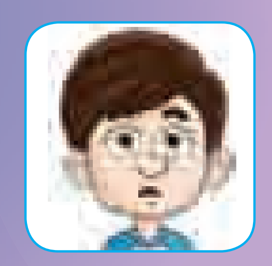
I feel thirsty!



I feel angry!

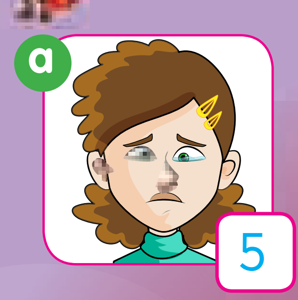


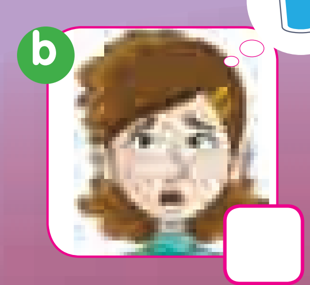
I feel sad.



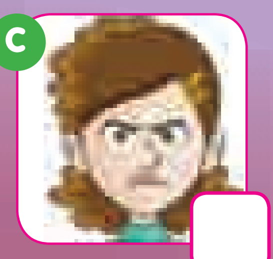
I feel tired.

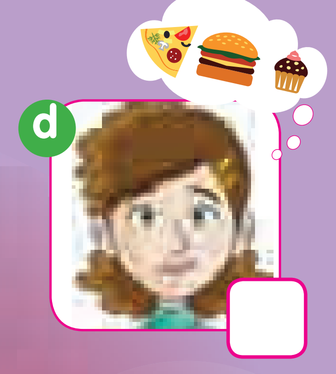
2 Look, read and match

a  5

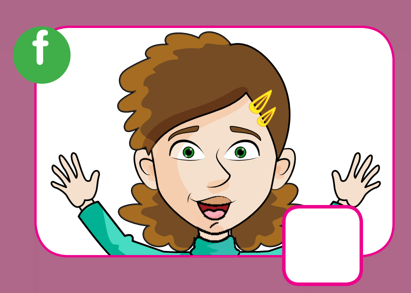
b 

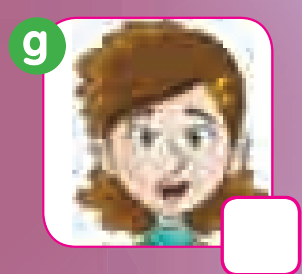
c 



d 

e 

f 

g 

1 I feel angry!
2 I feel happy!
3 I feel tired.
4 I feel excited!
5 I feel sad.
6 I feel thirsty!
7 I feel hungry!



3 Sing

Language: *How do you feel?*
I feel happy, sad, excited, tired, angry, hungry, thirsty

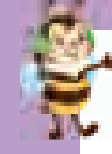


Self-expression: Talking about feelings

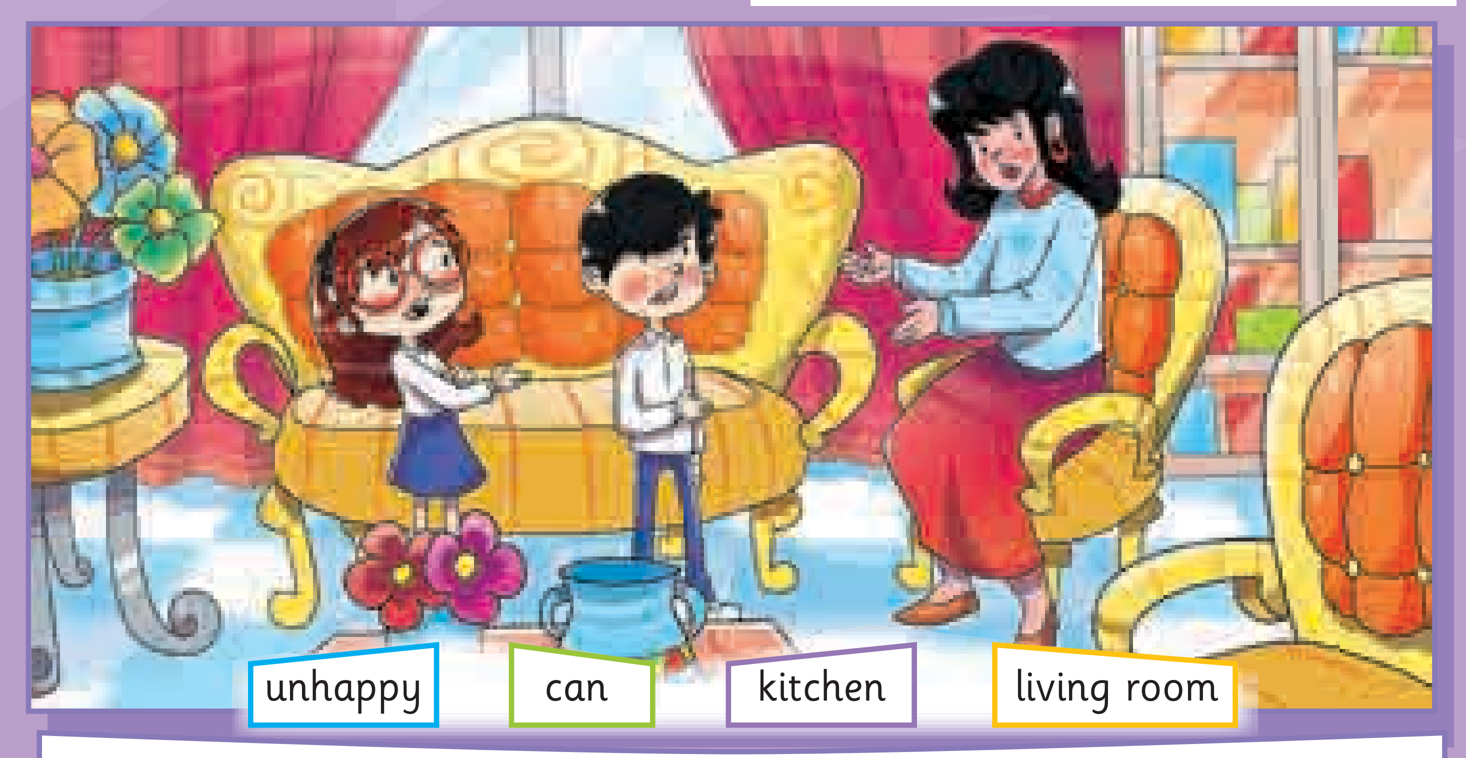
How do you feel?



1 Look and listen



2 Listen again and complete with the words

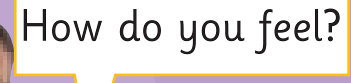


Hany and Hana are at home in their .... They are talking to Mommy. Mommy feels .... and tired.

Hana and Hany .... help her. They can clean the .... Now Mommy is very happy.



3 Read and say



I feel angry. I can't find my pen.

Tip!

You can use *un-* on some words to mean *not*.
unhappy = not happy
unkind = not kind

Language: *How do you feel? I feel…*



Writing





1 Listen and read



Hany and Hana are in the kitchen.

Hana: Hi Hany!

Hany: Hi Hana. How do you feel?

Hana: I feel thirsty and hungry but we had a great game!

Hany: I can make you a sandwich!

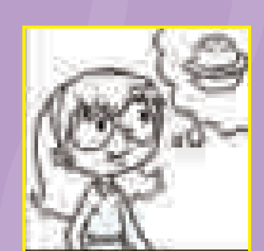
Hana: Thank you. You are very kind!

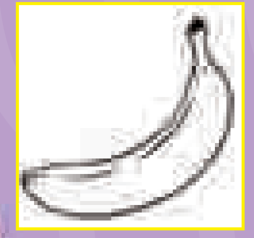
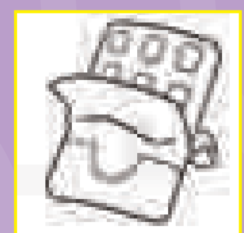
Hany: Have some juice.

Hana: Thank you!

2 Read again and color the correct items





3 Read and complete

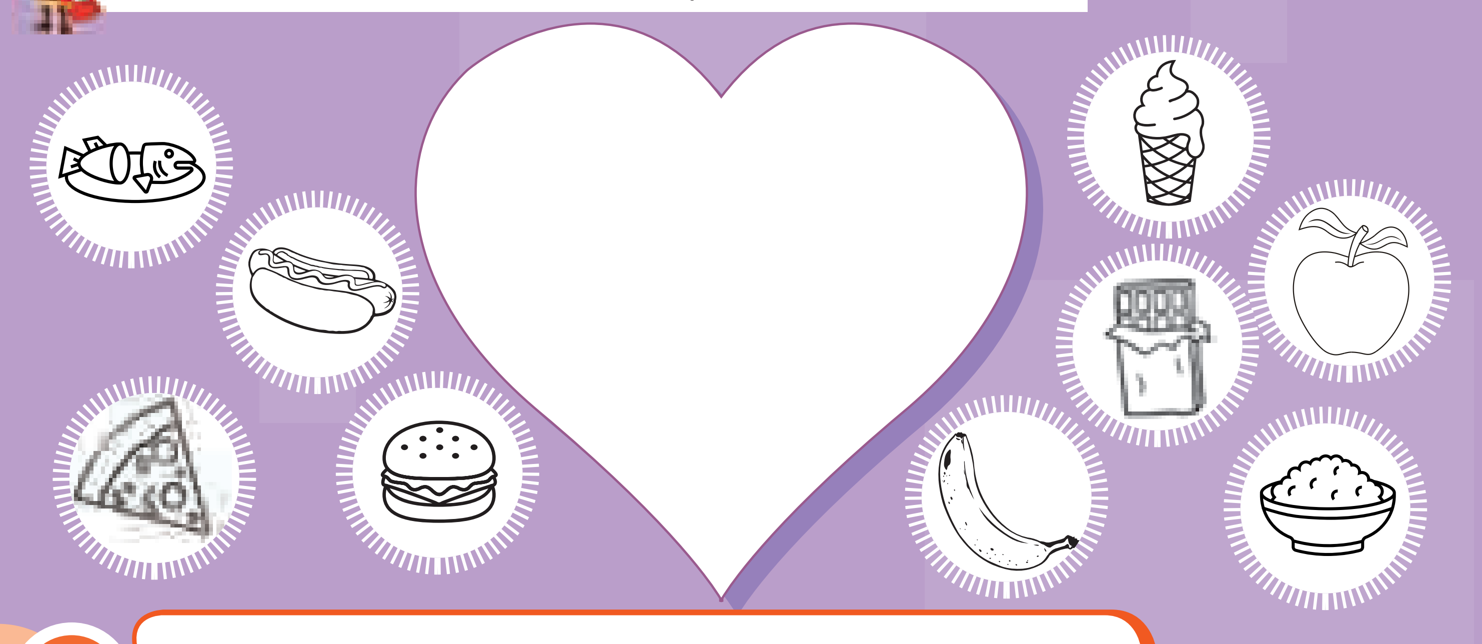
Hany and Hana are at home in the kitchen. Hana feels .... and .... Hany is .... He makes a .... and he gives Hana some ....

Science: A healthy lifestyle



1 Look and circle the things for a healthy lifestyle

2 Draw and color the healthy food in the heart



Language: *healthy lifestyle, healthy food*



Issues: Preventative health

Unit 1



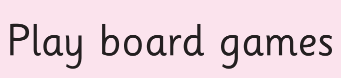
1 Read and match

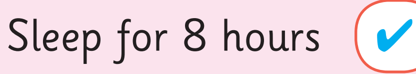


1 drink
2 eat
3 sleep
4 play
5 go
6 don't

a go by car
b 8 hours every night
c water
d outside
e fruit and vegetables
f sports

2 Tick the things for good health









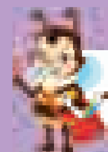
Watch television	☐	Play tennis	☐
Eat chocolate cake	☐	Play board games	☐
Sleep for 8 hours	✔	Play football	☐
Eat bananas	☐	Sleep for 4 hours	☐
Drink water	☐	Play video games	☐
Drink cola	☐	Exercise	☐
Walk to school	☐		

3 Write 4 things you do to keep healthy

1 ____________________.
2 ____________________.
3 ____________________.
4 ____________________.

Language: watch television, eat (chocolate cake, bananas), sleep for 8 hours, drink (water, cola), walk to school, play (tennis, board games, football, video games), sleep for 4 hours, exercise

Issues: Preventative health



4 Play the game. Go up the ladders and down the snakes

100	99	98	97	96	95	94	93	92	91
81	82	83	84	85	86	87	88	89	90
80	79	78	77	76	75	74	73	72	71
61	62	63	64	65	66	67	68	69	70
60	59	58	57	56	55	54	53	52	51
41	42	43	44	45	46	47	48	49	50
40	39	38	37	36	35	34	33	32	31
21	22	23	24	25	26	27	28	29	30
20	19	18	17	16	15	14	13	12	11
1	2	3	4	5	6	7	8	9	10



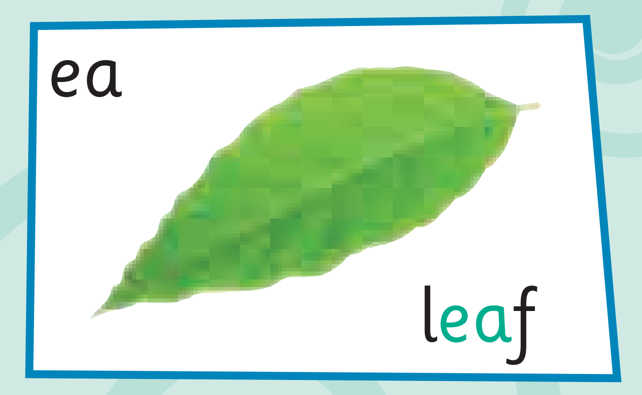
Unit 1

Learn sounds with Busy Bee!



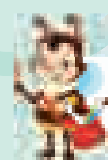
1 Listen and read. Then say



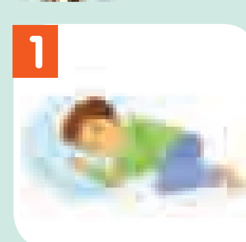








2 Look and complete the words with *ea* or *ee*

1  sl _ _ p

2  _ _ t

3  l _ _ f

4  m _ _ t

5  cl _ _ n

6  b _ _

Phonics: *the /iː/ sound: ea and ee*



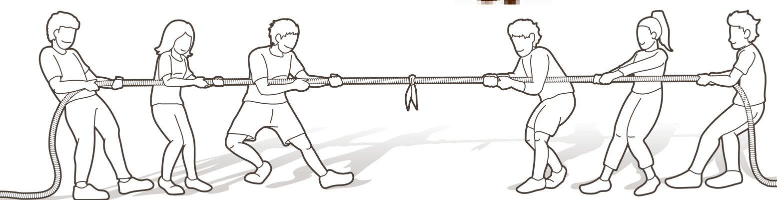
a b c d e f g h i j k l m n o p q r s t u v w x y z

ee ea

Learn to write with Busy Bee!

1 Read, trace and color

2 Write



1 I feel happy. I play with my team.

....

2 The bee is on the green leaf.

....



3 Ameera meets her friend Shereen.

....

4 They clean the playground.

....

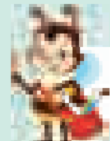
3 Circle the capital letters



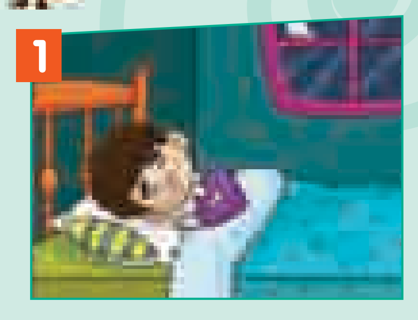
abcdefghijklmnopqrstuvwxyz



Learn to write with Busy Bee!



1 Read and trace

1 

It is healthy to sleep for 8 hours.

2 

Eat good food to help your body.

3 

A bee sits on a leaf.



2 Reorder to make sentences, then add the correct punctuation marks

1 feels – she – tired

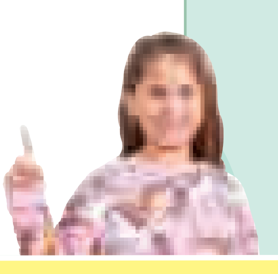
She feels tired. ....

2 eats – food – he – good

....

3 marwan – eight – sleeps – hours – for – a day

....



Tip!

1 We have a capital letter (A, B, C, D, etc.) on the first word of the sentence.
2 We use capital letters for names of people.
3 We have a full stop (.) at the end of the sentence.

Writing skills: capital letters and full stops

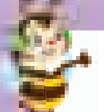
a b c d e f g h i j k l m n o p q r s t u v w x y z

Math: Measurements

How long is it?







1 Listen, read and complete

millimeters | centimeter

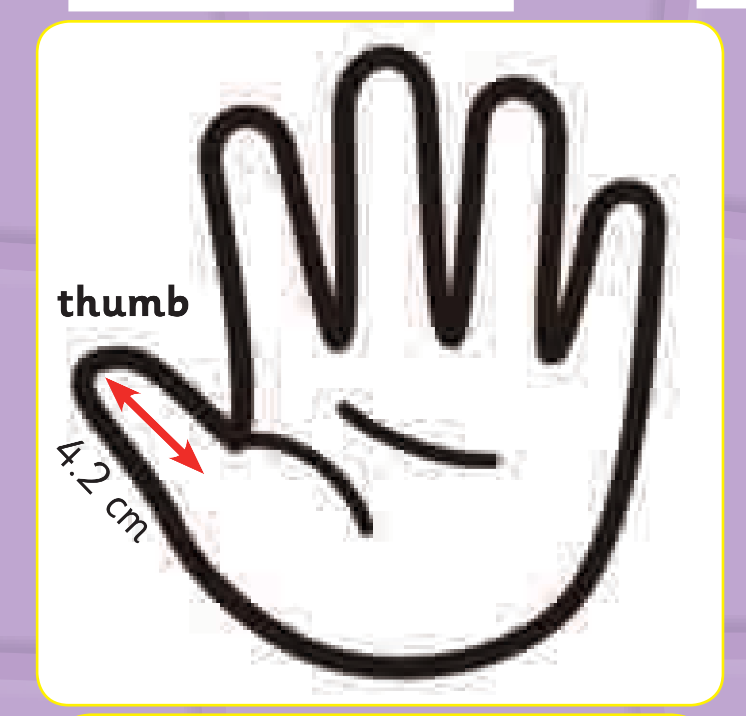


1 There are 10 millimeters in a ....

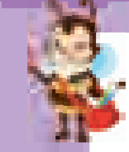
2 I am 127.4 cm tall – I am 127 centimeters and four .... tall.



2 Look, read and measure

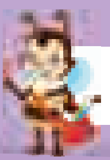


This is my hand. My finger is 5.4 centimeters and my **thumb** is 4.2 centimeters.



3 Draw your hand and complete the measurements

This is my hand. My finger is .... centimeters and my thumb is .... centimeters.



4 Now measure and write about your leg

....

....

Math: Measurements

Unit 1



1 Listen and read. How tall are the children?

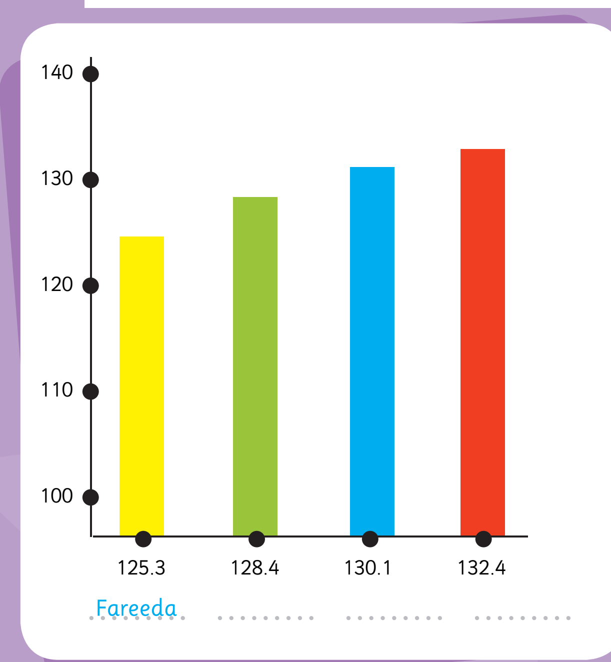


Adam, Fareeda, Maged and Lara measure how tall they are.
Maged is 128.4 cm tall.
Adam is 132.4 cm tall.
Lara is 130.1 cm tall.
Fareeda is 125.3 cm tall.

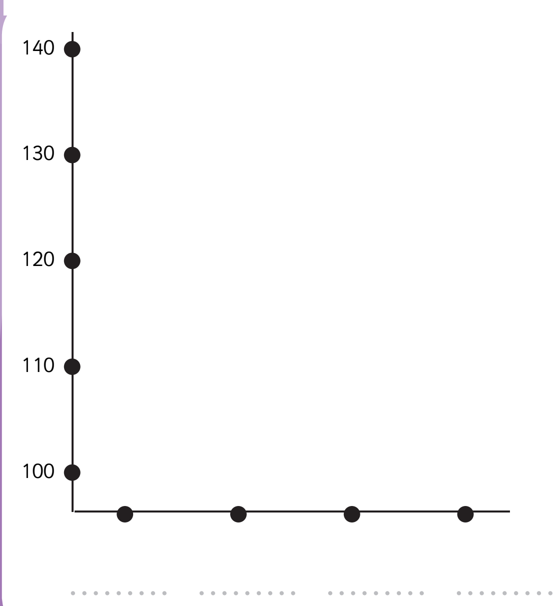
Tip!
centimeters = cm



2 Look at the bar chart and write the names



3 In groups of four, measure your heights and complete the bar chart



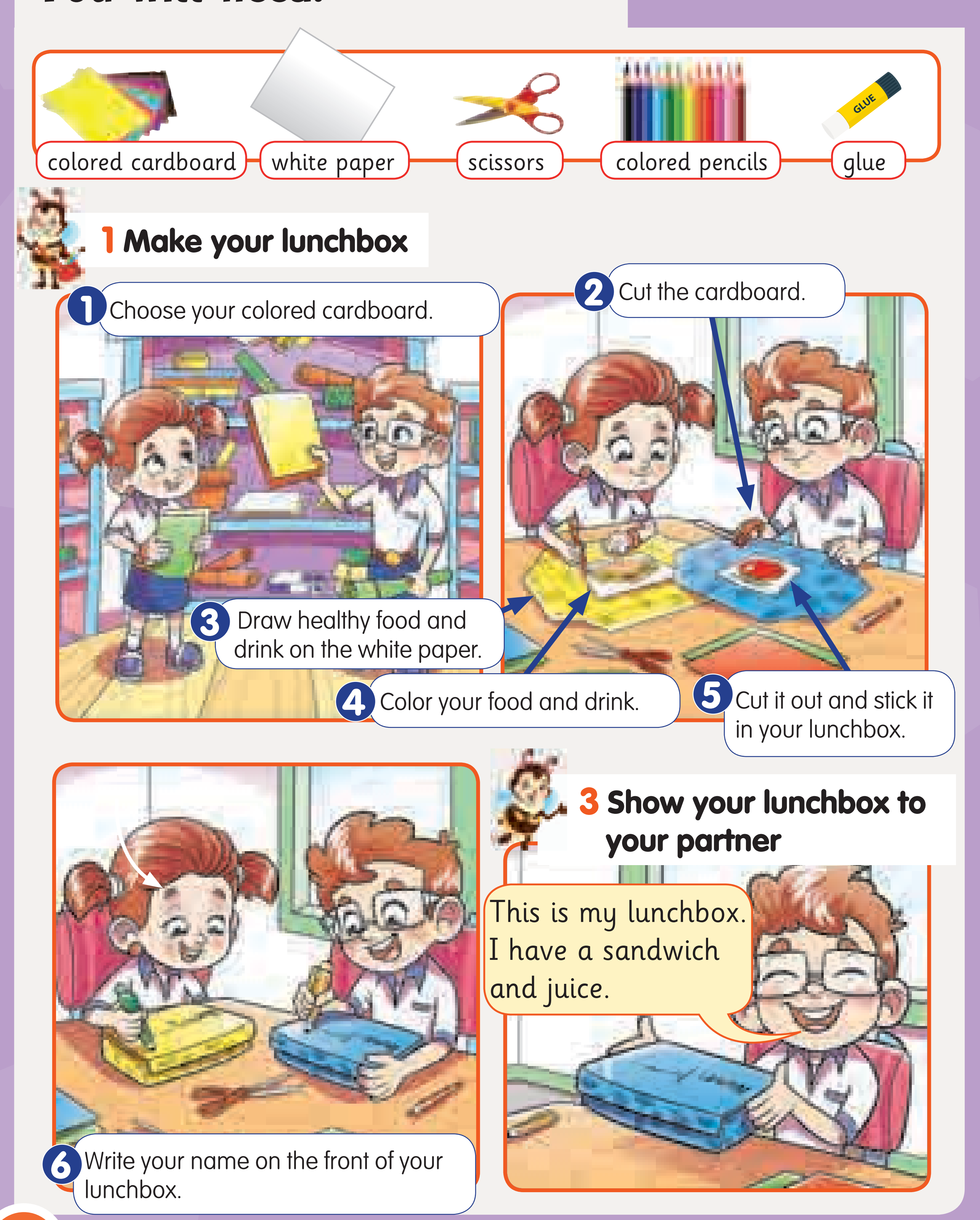
4 Write about your group's heights

1 .... 2 ....

3 .... 4 ....

Measurements: *centimeters and millimeters*

Project: Healthy lunchbox



Show and tell

Unit 1

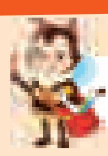
1 Show and tell



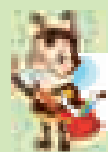
Language: *It's my healthy lunchbox. I have ...*

Self Assessment

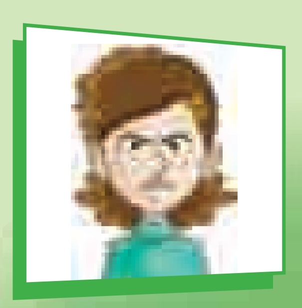
Read and color the stars that describe your effort

Reading and speaking	I can read a text from the book about feelings with my teacher's help. ☆	I can read a text from the book about feelings on my own. ☆☆	I can read a text about feelings and talk about my own feelings. ☆☆☆
Writing	I can trace sentences. I can write words on a topic. ☆	I can reorder words to make sentences. I can complete a text with words. ☆☆	I can write sentences with correct capitalization. I can write sentences on a given topic. ☆☆☆
Phonics  ee ea	I can read words with the *ee/ea* sounds. ☆	I can read sentences that have words with *ee/ea* sounds. ☆☆	I can write sentences that have words with *ee/ea* sounds. ☆☆☆
Science: A healthy lifestyle	I can say things about a healthy lifestyle. ☆	I can say whether a thing is good or bad for a healthy lifestyle. ☆☆	I can say other things that are good or bad for a healthy lifestyle. ☆☆☆
Math	I can say how long or how tall a thing or a person is. ☆	I can write how long or how tall a thing or a person is. ☆☆	I can compare the lengths or heights of people or things. ☆☆☆
Project	I can work alone to make my healthy lunchbox. ☆	I can work with a group to make a healthy lunchbox and help other group members. ☆☆	I can work with my group to make my healthy lunchbox and talk about it to my friends. ☆☆☆

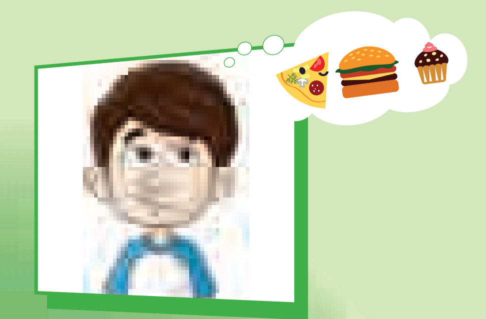
Play time



1 Complete the feelings



1 I feel _n_r_.



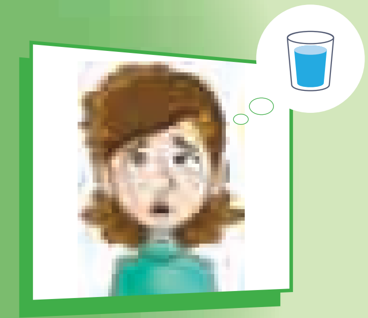
2 I feel _ _ n_r_.



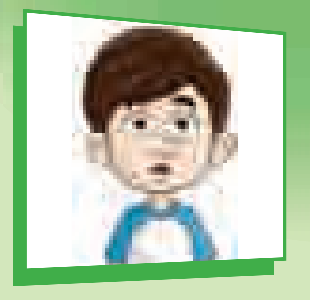
3 I feel e _ _ i _ e_.



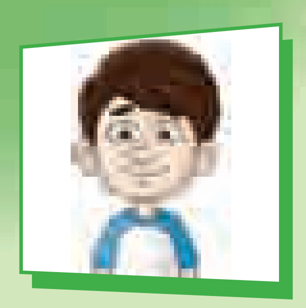
4 I feel _ _ d.



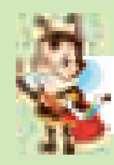
5 I feel _ _ i r _ _ _.



6 I feel _ _ r _ _.



7 I feel _ _ p _ _.



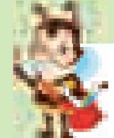
2 Write the capital letters and full stops in the sentences

1 she feels tired .... She feels tired. ....

2 aser is unkind ....

3 they are excited ....

4 the leaf is green ....

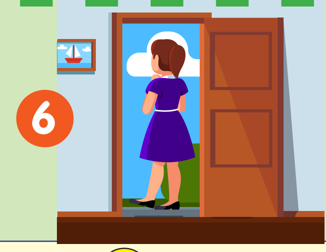


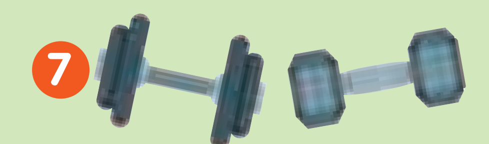
1 Look at the pictures and circle the correct words for a healthy lifestyle

1 2 3 4

t	t	o	o	q	r	e	t	i	o	a	c	g
d	r	i	n	k	w	a	t	e	r	q	d	h
o	b	p	r	b	o	t	h	a	t	x	t	o
e	k	j	n	b	u	g	m	e	y	z	e	y
x	u	l	n	g	o	o	u	t	s	i	d	e
e	s	l	e	e	p	o	o	u	m	t	r	f
r	f	k	s	r	p	d	p	c	n	y	o	b
c	f	t	e	e	l	f	r	x	k	u	p	v
i	p	l	a	y	f	o	o	t	b	a	l	l
s	m	t	n	e	x	o	g	z	m	i	m	o
e	n	w	a	l	k	d	h	n	u	d	n	l

5 

6 

7 

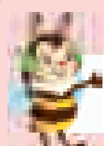
Teacher assessment

Unit 2 What's the matter?

1 Look at the picture. Is Dad OK? Look, listen and read



Listening and Reading



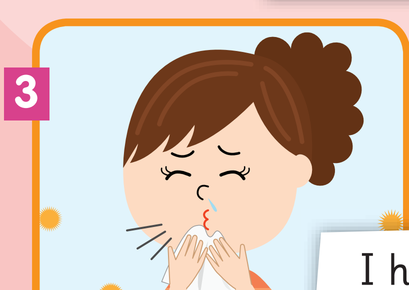
1 Listen, read and say

1

I have a **headache**.

2

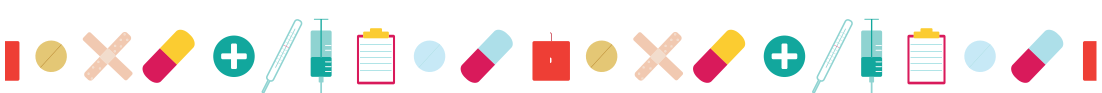
I have a **cold**.

3

I have a **cough**.

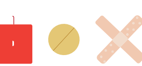
4

I have a **fever**.

2 Read and put in order





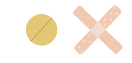





- [ ] No, I don't feel well.
- [1] Are you OK?
- [ ] What's the matter?
- [ ] I'm sick because I have a headache.
- [ ] Yes please, thank you.
- [ ] Can I get you some medicine?













3 Listen and check

Language: *What's the matter?*
I have a cold / cough / headache / fever. I am sick.







1 Look and number





2 Listen and say the body parts



3 Look and write

foot arm leg mouth nose ~~eye~~ hand

1 eye

2 ______

3 ______

4 ______

5 ______

6 ______

7 ______



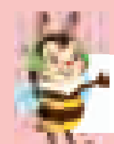


4 Listen and check

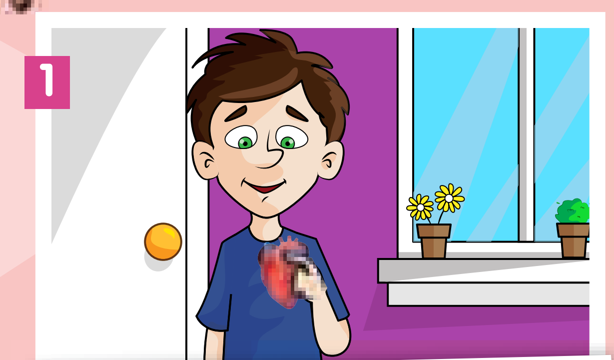
Vocabulary: *mouth, eyes, nose, arm, hand, foot, feet, leg*

Listening and Reading

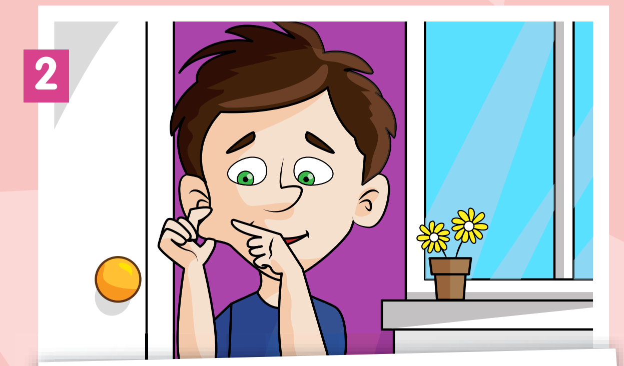
Unit 2



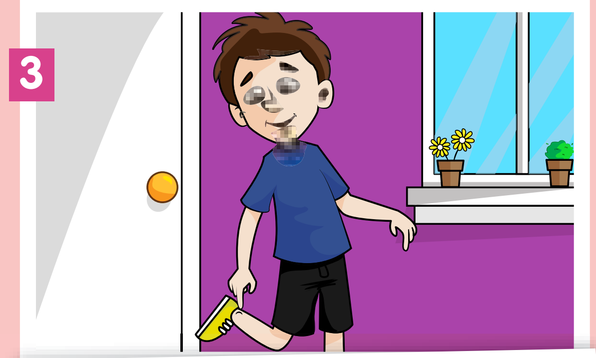
1 Listen, read and say



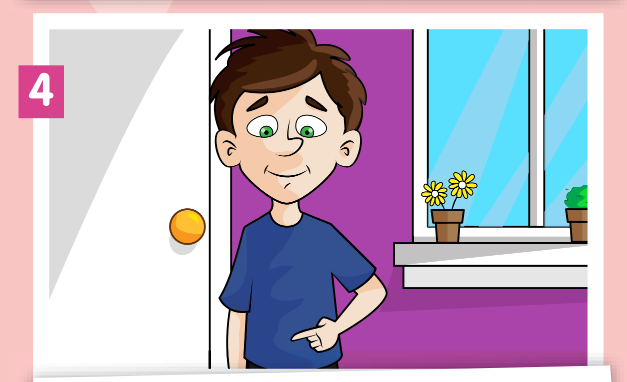
1 This is my **heart**. It pumps blood to my body.



2 This is my **skin**. It protects my body.



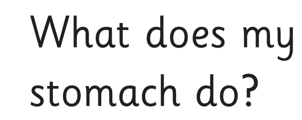
3 This is my **bone**. It helps me move.



4 This is my **stomach**. It digests food.



2 Ask and answer





What does my stomach do?

It digests food.

Language: *This is my skin / heart / bone / stomach.*
It protects / pumps / helps / digests.



Therapeutic health

What's the matter?



1 Look, read and circle



1

Arwa: I have a cold.

a) Play football.

b) Stay at home.



2

Injy: I have a cough.

a) Drink water with lemon.

b) Go swimming.

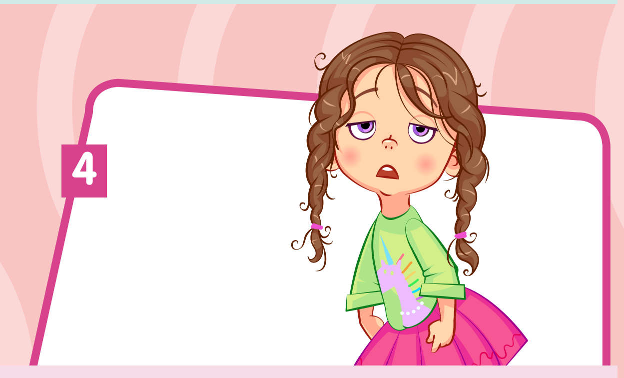


3

Mai: I have a headache.

a) Listen to some loud music.

b) Try to sleep.

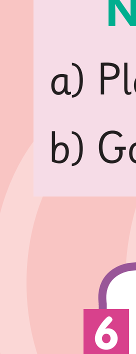


4

Nabila: I feel sick.

a) Play with your friends.

b) Go to the doctor.





5

Dalia: My stomach hurts.

a) Take some medicine.

b) Play tennis.

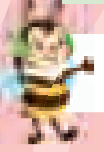


6

Hend: I have a fever.

a) Go to the doctor.

b) Have a hot shower.



2 Listen and check

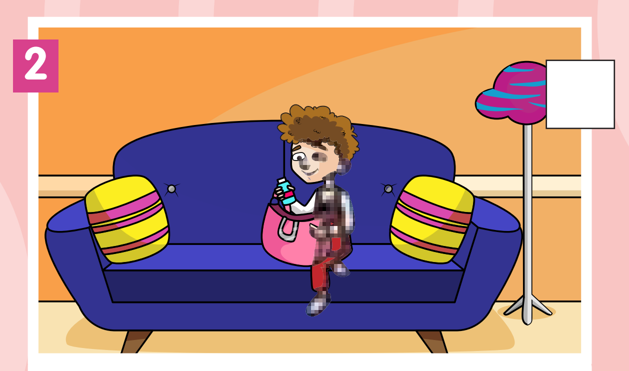
Unit 2

Self-management:
Medicines and safety

1 Look, read and put a ✔ or ✘

1


Medicine is in a low cupboard.

2

Medicine is in a bag.

3

Drink medicine without an adult.

4

Drink medicine with an adult.

5

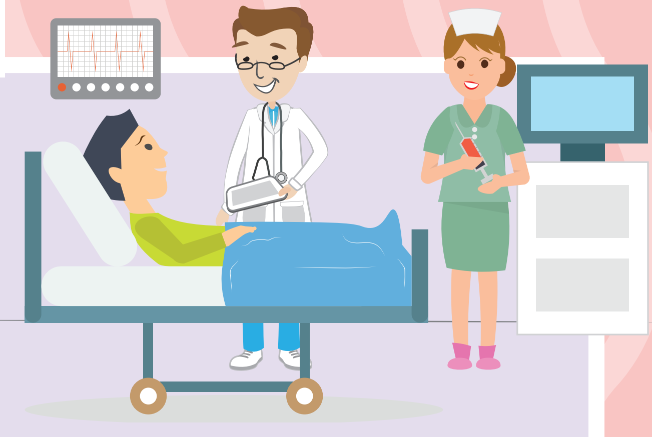
Medicine is on a high shelf.



2 What is dangerous? Look and complete

Dangerous	Safe
....	....
....	....
....	....

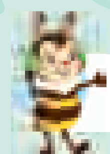
3 Listen, read and complete



When we are ill, we go to the .... The .... and nurses help us. They are very kind. Doctors and .... check our health. They give us .... They are very important to us.

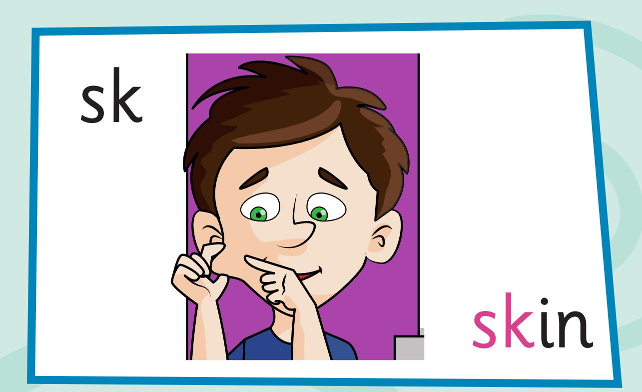


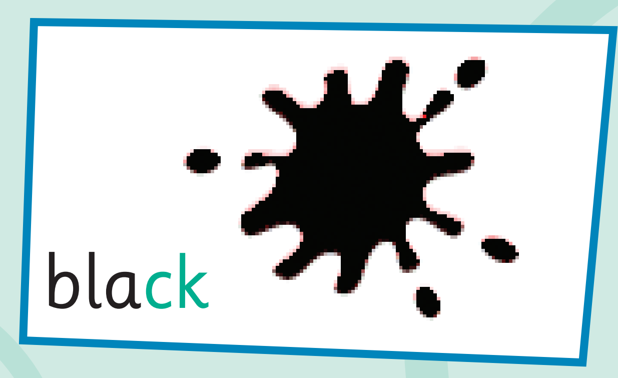
Learn sounds with Busy Bee!



1 Listen and repeat













2 Listen and write

1 ______________________.

2 ______________________.

3 ______________________.

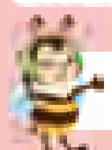
4 ______________________.

Phonics: the *ck* and *sk* sounds

a b c d e f g h i j k l m n o p q r s t u v w x y z

Writing skills:

Making questions and writing correctly



1 Listen and complete

1 The d _ _ _ is black.

2 The girls _ _ _ _ in the garden.

3 The boy k _ _ _ _ the ball.



2 Listen again and say



When we write questions we use ? (a question mark). Trace the question mark.

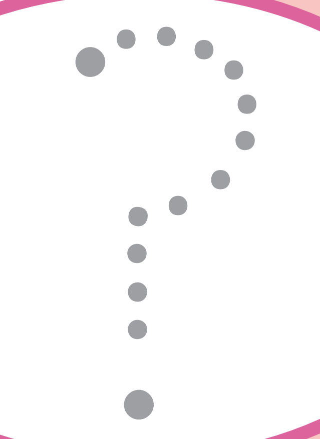


3 Read and trace the sentences

1 Her skirt is very pretty.

2 He feels sick.

3 Does his stomach hurt?





4 Read and write . or ?

1 How are you _?_

2 I have a fever ___

3 What's the matter ___

4 My skin protects my body ___

5 I feel happy ___

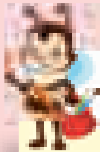
6 Are you OK ___

7 She speaks English ___

8 Can I get you some medicine ___

Issues: Preventative health

Keeping healthy



1 Look, read and match

1 Don't touch your face.

2 Stay at home if you have a fever.

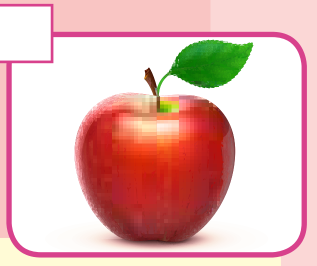
3 Cover your mouth and nose with a tissue, if you have a cold.

4 Eat healthy food.

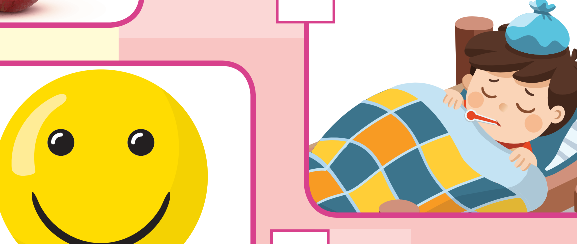
5 Exercise.

6 Wash your hands with soap.

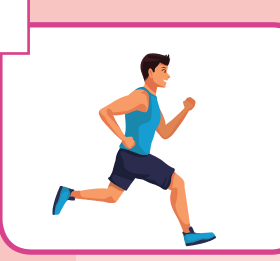
7 Smile and be happy.













2 Look at the pictures and write

1



____

____

2



____

____

3



____

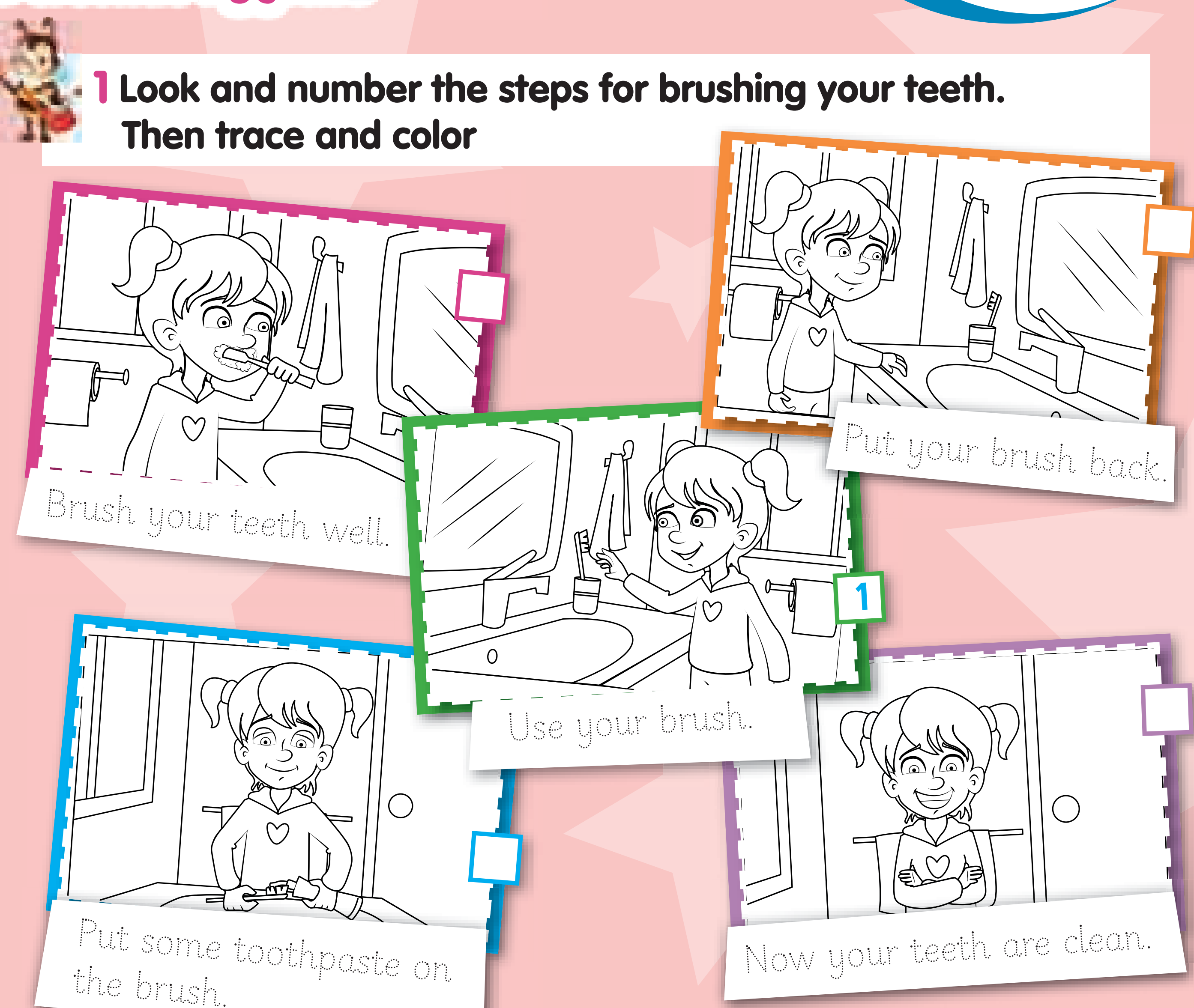
____

Language: *well, healthy food, exercise*
Science: *personal hygiene*



Preventative health:
Personal hygiene

1 Look and number the steps for brushing your teeth.
Then trace and color



2 Here are the steps for washing your hands. Read and draw

1 Turn on the water.

2 Wet your hands.

3 Take the soap.

4 Cover your hands with water.

5 Dry your hands.

Life skills: Empathy



1 Read and write the questions

Do you like your job? What do you do?
What's your name? Where do you work?

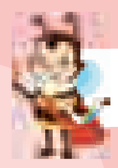


1 ....
I'm Sara.

2 ....
I work in a hospital.

3 .... I'm a nurse. I help sick children.

4 .... Yes, I love my job! I like seeing happy, healthy children when they go home.



2 Look, find and write

h	o	s	p	i	t	a	l
e	c	p	i	i	d	j	y
a	n	u	r	s	e	a	o
l	c	h	m	i	k	n	e
t	b	b	h	c	g	t	m
h	w	l	u	k	f	l	e
y	r	d	o	c	t	o	r
a	n	g	d	k	s	i	f



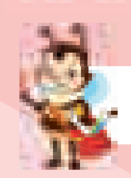
1 ......hospital......
2 ....
3 ....
4 ....
5 ....



Unit 2

Values: Independence

In hospital



1 Read and match

1 My name is Hassan. I'm sick. I'm in hospital.

2 There are a lot of beds in my room.

3 I wake up and I eat breakfast.

4 Nurses help me. They give me medicine.

5 I study in the hospital too.

6 In the afternoon. I see the doctor. He is kind.

7 I can go home tomorrow. I'm happy.

a

b

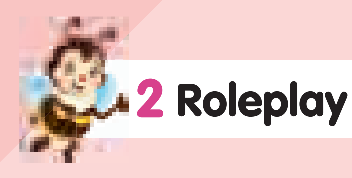
c

d

e

f 1

g



2 Roleplay

Values: *Independence*



Project: Making a poster to help the school

Happy hygiene poster

You will need:



1 **Read, color and make your poster**



How to make your poster:

1 Choose your pictures.
2 Color your pictures.
3 Cut your pictures and stick on your poster.
4 Write ideas to keep the school clean.

Go to page 126

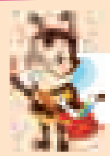




Language: *I cover my face when I have a cold; I drink water with lemon when I have a cough.*

Self Assessment

Read and color the stars that describe your effort

	☆	☆☆	☆☆☆
Reading and speaking	I can read about illnesses and how to protect myself from them with my teacher's help. ☆	I can read about illnesses and how to protect myself from them. ☆☆	I can read and talk about illnesses and how to protect myself from them. ☆☆☆
Writing	I can trace complete, simple sentences. I can reorder the steps of a process. ☆	I can complete sentences with words. I can complete a text or a table with words. ☆☆	I can write complete, simple sentences or questions using (?) or (.). I can write simple sentences on a given topic. ☆☆☆
Phonics  ck sk	I can read words with *ck/sk* sounds. ☆	I can write words with *ck/sk* sounds. ☆☆	I can write sentences with words with *ck/sk* sounds. ☆☆☆
Self-management: Medicine and safety	I can read about medicine and safety. ☆	I can say tips about medicine and safety. ☆☆	I can say other tips about medicine and safety. ☆☆☆
Issues: Therapeutic health	I can read about ways to keep healthy. ☆	I can talk about ways to keep healthy. ☆☆	I can talk about other ways to keep healthy. ☆☆☆
Project	I can work with a group to make a poster. ☆	I can work with a group to make a poster and help other group members. ☆☆	I can work with a group to make a poster, help other group members, and talk about the poster. ☆☆☆

Play time

1 Complete the crossword with words from the unit

Across:

1 c _ _ _ h

4 h _ _ _ _

5 s _ _ _

7 b _ _ _

Down:

2 c _ _ _ h

3 h _ _ _ _ _ _ _

6 _ _ _ _

2 Color the body parts



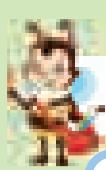
Color the nose yellow.

Color the mouth red.

Color the eyes blue.

Color the hands orange.

Color the feet black.



1 Match the part of the body to its function

1 It digests food.

2 It pumps blood.

3 It helps us move.

4 It protects the body parts.

a Heart

b Bones

c Skin

d Stomach



2 Circle the ? or .

1 What's the matter **? / .**

2 The cat is on the bed **? / .**

3 Where is Youssef **? / .**

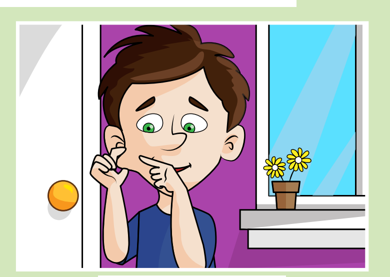
4 How do you feel **? / .**



3 Read and complete with ck or sk



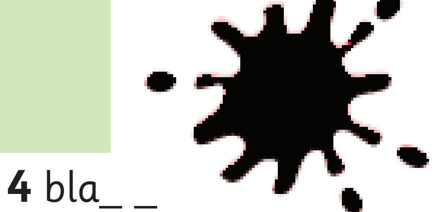
1 si_ _



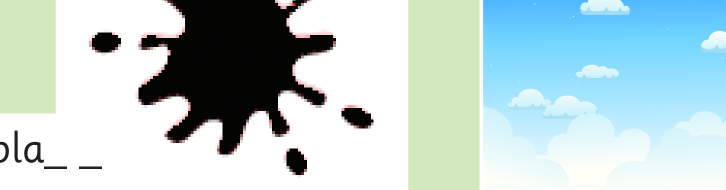
2 _ _in



3 _ _irt



4 bla_ _



5 _ _y

Teacher assessment    

Unit 3 On the weekend

1 Look, listen and read



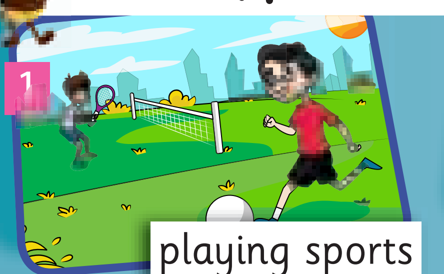
2 Answer the question

Pop music is **a** old **b** new.

Language focus

Unit 3

1 Listen, point and say


1 playing sports


2 listening to music

3 collecting magnets


4 drawing pictures


5 taking photos


6 singing a song

2 Complete the sentences





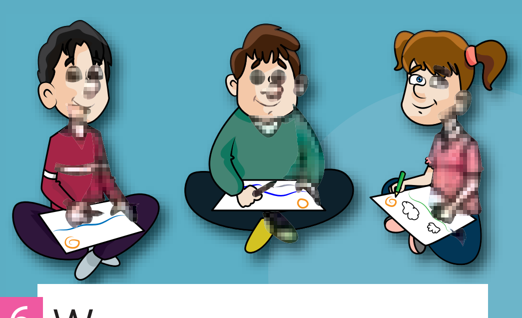
1 He is singing a song .

2 I'm ....

3 They are collecting magnets .







4 She is ....

5 You are ....

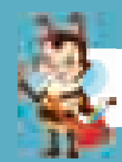
6 We are ....

Language: *I am playing; He/She is playing; You/We/They are listening to music, taking photos, drawing pictures, collecting magnets, playing sports*



Reading and writing

Tip!
and = *I like ice cream ☺ and I lik*



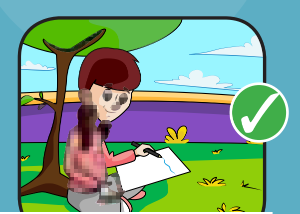
1 Complete the sentences with **and** or **but**



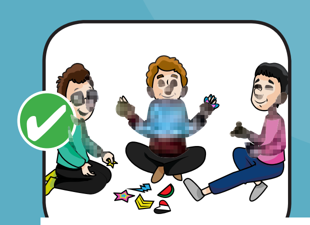


1 I like playing sports, ..but..... I don't like collecting magnets.



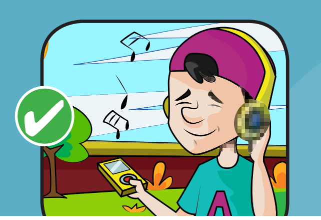


2 I like taking photos .... I like drawing pictures.





3 I like collecting magnets, ... I don't like drawing pictures.





4 I like listening to pop music .... I like collecting magnets.



2 What do you like/don't like to do. Draw and write using *and* or *but*

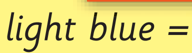
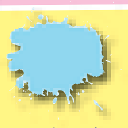
1 ....
....
....

2 ....
....
....

Art — light and dark colors

What color is it?

Tip!


light blue = 

dark blue =

1 Match the pictures with the colors

1 light yellow
2 dark blue
3 orange
4 red
5 light green
6 pink
7 gray
8 black

ⓐ  ⓑ  ⓒ  ⓓ  ⓔ  ⓕ  ⓖ  ⓗ 



2 Color and write

light	dark
light blue	dark blue
....	....
....	....
....	....



3 Read and color

Color the badge dark blue.
Color the photo light blue.
Color the spider black.
Color the football light gray.
Color the tennis ball red.
Color the clock pink.







Vocabulary: *pink, green, orange; light and dark colors*



Listening and writing

What do you do on the weekend?

1 Listen and complete the diaries with the names and time

1
Saturday — Name: Youssef
Time:
Take photos
Play sports

2
Saturday — Name:
Time:
Draw pictures – art class
Grandma's house

3
Saturday — Name:
Time:
Play tennis
Have lunch

4
Saturday — Name:
Time:
Singing class
Home for lunch

2 What do you do on Saturdays? Complete the diary for yourself

Saturday — Name:
Time:

What do you do on Saturdays?

I collect magnets and I ...



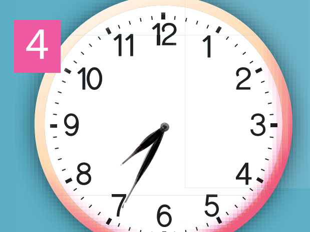
Math — tell the time

What time is it?

Unit 3

1 Listen, read and complete

Half past | Quarter past | Quarter to



1. It's half past two.
   It's two thirty.



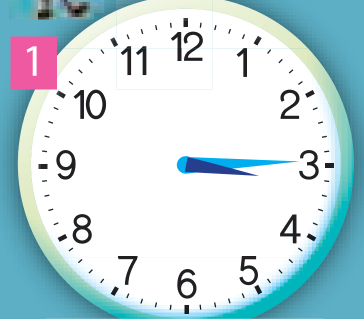
2. It's quarter past nine.
   It's .... fifteen.



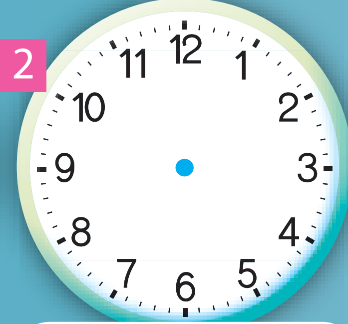
3. It's quarter to five.
   It's .... forty five.

4. It's seven ....
5. It's ....
6. It's one ....

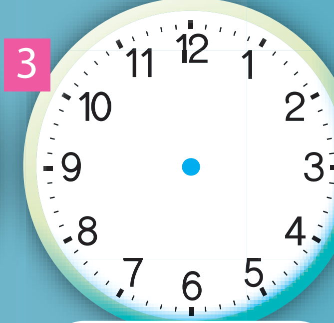
2 Listen, read and draw



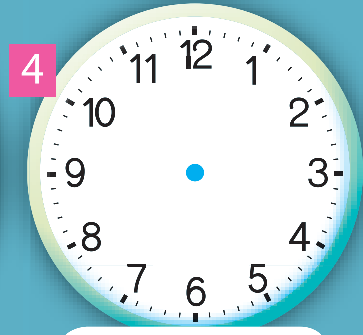
1. It's three fifteen.



2. It's half past five.



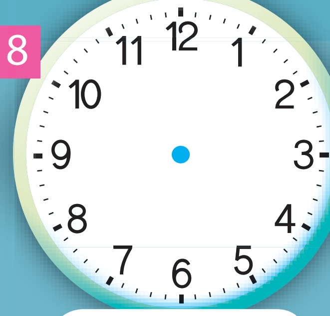
3. It's seven ten.



4. It's nine fifty.



5. It's four twenty.
6. It's two thirty.
7. It's seven forty five.

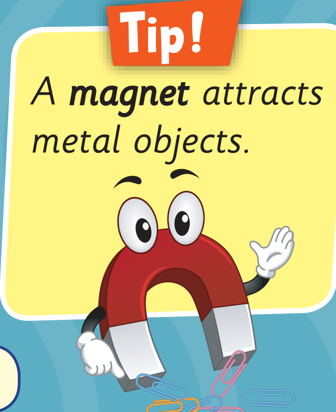


8. It's five ten.

Science: Magnets

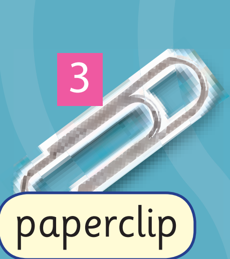
1 Circle the things which the magnet attracts

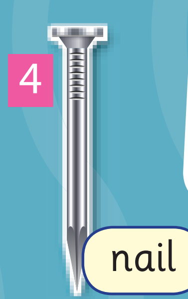
Tip!
A ***magnet*** attracts metal objects.

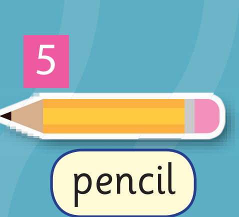



1 bottle


2 string


3 paperclip

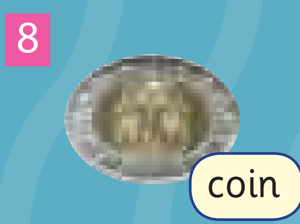

4 nail


5 pencil


6 scissors



7 glue

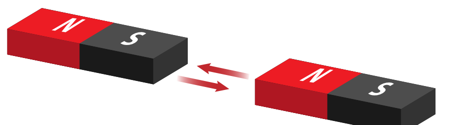

8 coin

2 Look at the pictures in Exercise 1 and sort

attracts	doesn't attract
1. paperclip	1. ....
2.	2. ....
3.	3. ....
4.	4. ....

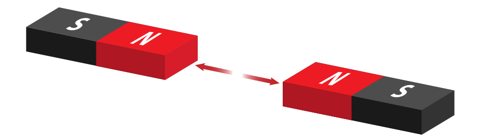
3 Listen, read and guess


1



A ***magnet*** has two poles – a north pole (N) and a south pole (S). The north pole ***attracts*** the south pole. They ***pull*** together.

2



But the same ***poles repel***. They ***push*** away.

A pole is
1. the end of a magnet.
2. the center of a magnet.

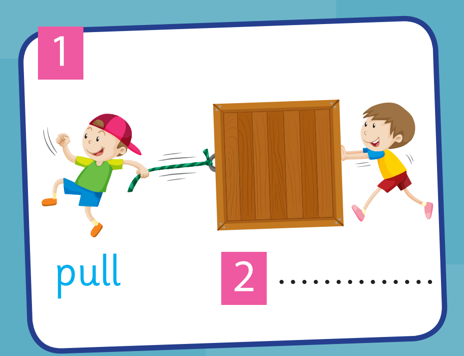
Reading and writing

Unit 3



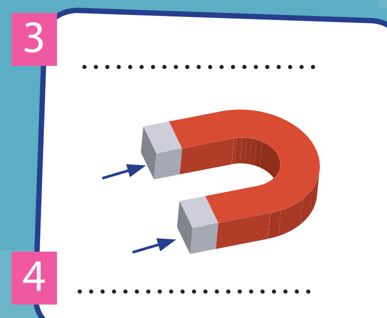
1 Look and complete

attract north pole ~~pull~~ push repel south pole



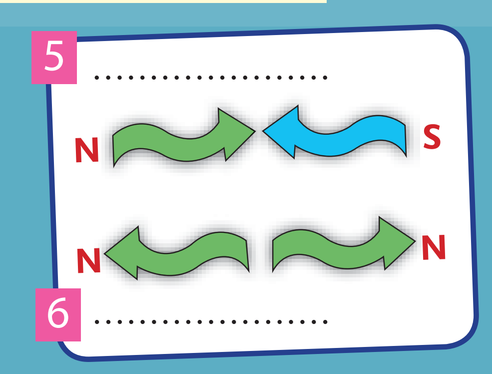
1 pull

2 ....



3 ....

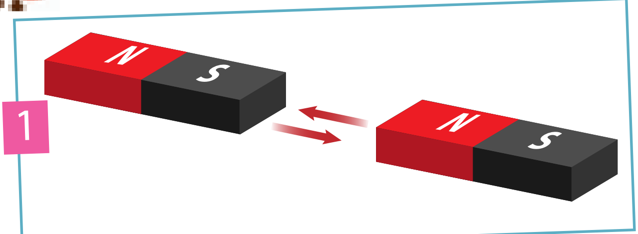
4 ....

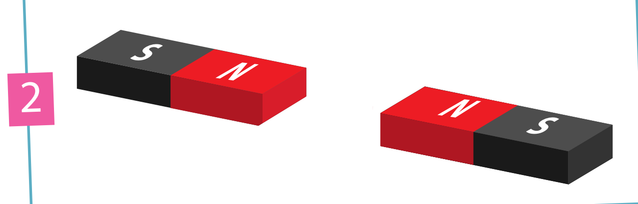


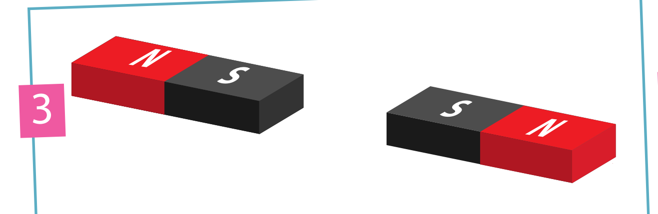
5 ....

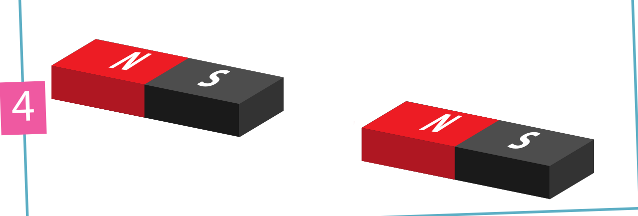
6 ....

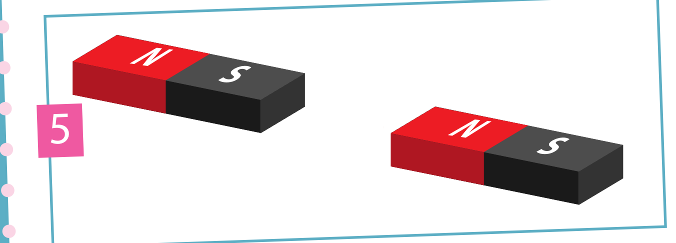
2 Draw a line to show the poles which attract

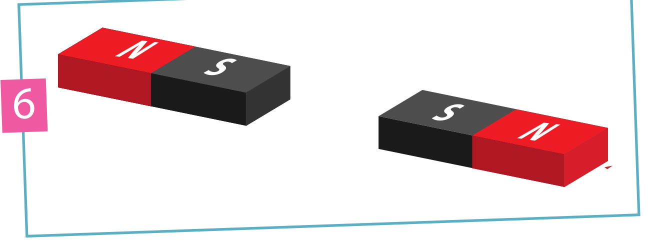
1


2


3


4


5


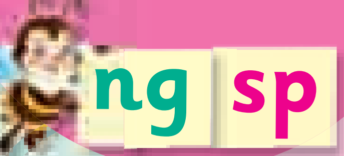
6


3 Find 3 things in the classroom that attract a magnet. Write

1 ....

2 ....

3 ....



Learn Sounds with Busy Bee!

1 Listen and read. Then say











2 Look and complete the words



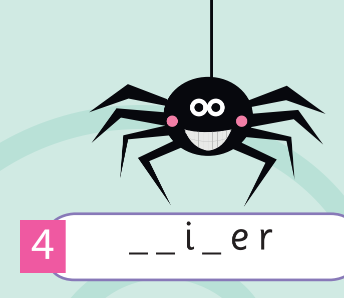
1 k _ _ _



2 s _ eaki _ _



3 l _ vi _ _ roo _



4 _ _ i _ er

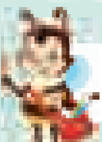


5 s _ _ _

3 Listen and say

Phonics: the *ng* and *sp* sounds

a b c d e f g h i j k l m n o p q r s t u v w x y z



ng sp

Unit 3

Learn to write with Busy Bee!

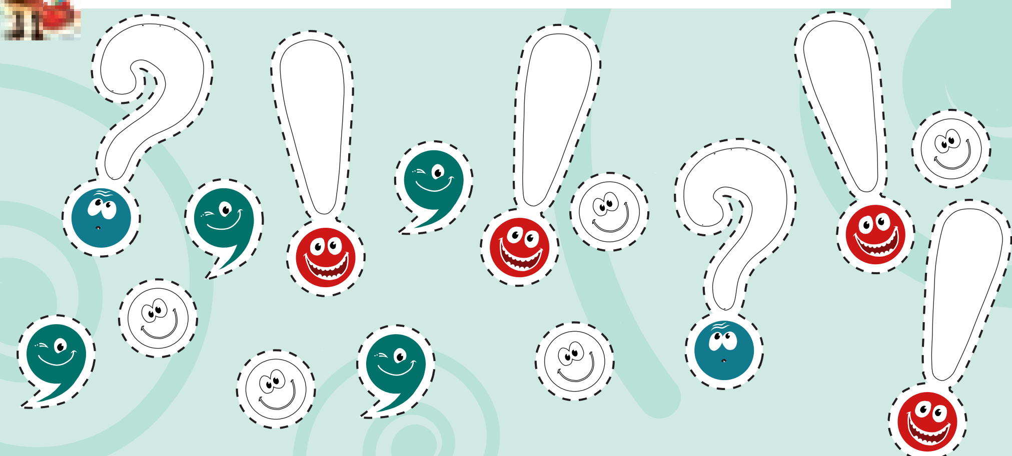
1 Look, read and trace







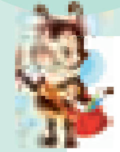
2 Trace and color the exclamation marks



Tip!

We use an exclamation mark (!) to show a strong feeling:

I love my cat!



3 Complete the sentences with a full stop (.), a question mark (?) or an exclamation mark (!)

1 I feel very angry ....

2 What's your name ....

3 I am Egyptian ....

4 I am very excited ....

5 What's the matter ....

6 She learns English at school ....

a b c d e f g h i j k l m n o p q r s t u v w x y z

Non-discrimination issues for people with special needs

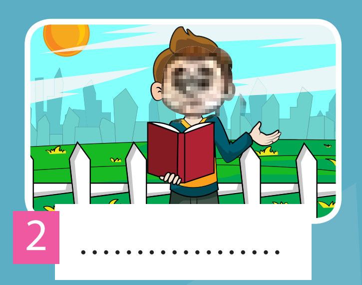


1 Listen, read and write the names in the correct place

Amir Talia ~~Malak~~ Wael

Hi! My name is Malak and I go to school in Cairo. I like my teacher and my class very much. In my class we have friends who need special help – Amir can't walk, Talia can't hear well and Wael can't see well. We help our friends.

1 Malak



2 ....



3 ....



4 ....



2 Read and guess

Special help means:

a less help **b** more help.



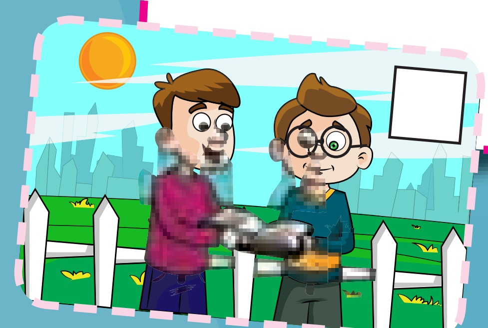
3 Look and match

a I can get that book for you.

b I can say it again.

c I can read with you.







Non - discrimination issues for people with special needs

Unit 3

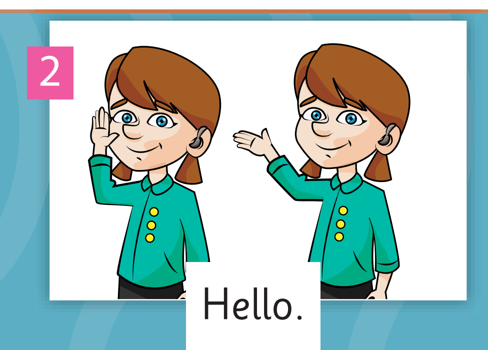




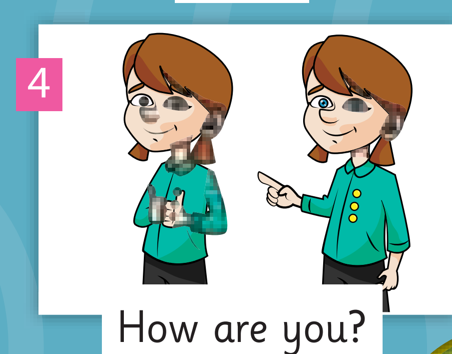
1 Listen and read

Hi! I am Talia. I use **sign language** to understand my friends. This is how I say 'hello', 'please' and 'how are you?'. Now you try to do the signs.

1 
I can't hear.

2 
Hello.

3 
Please.

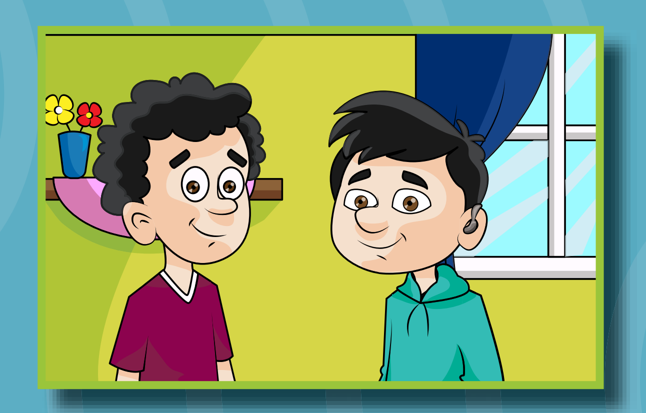
4 
How are you?



2 Complete the paragraph with the words

play   playing   and   but

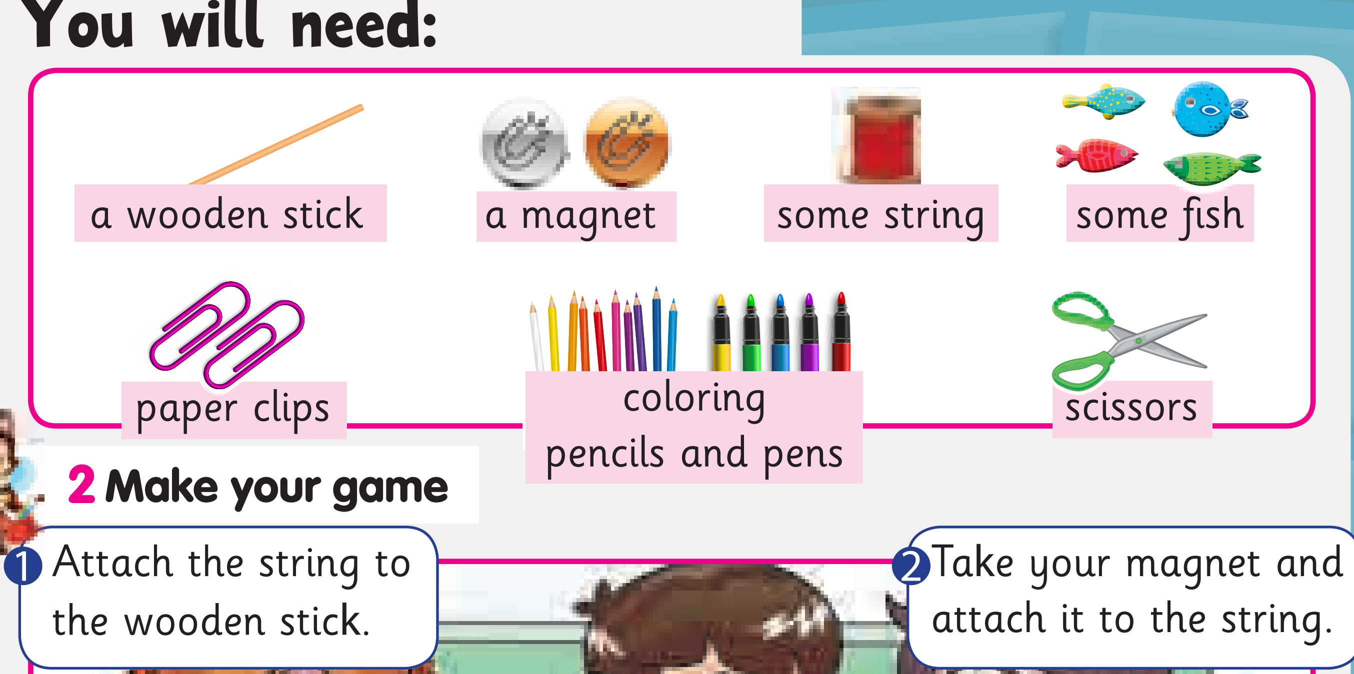
Hi! I am Adam .... this is Fares. Fares can't hear well, ... I can help him. I use sign language to talk to him. On Saturdays we .... football. Today we are .... football in the park. Fares can stop the ball from the other team!





Project: A magnetic fishing game

You will need:



2 Make your game

1. Attach the string to the wooden stick.
2. Take your magnet and attach it to the string.



3. Copy and color the fish.
4. Cut out the fish.
5. Put a paper clip on each fish.



6. Arrange the fish in a bowl or a box to be fished.

Show and tell

Unit 3



1 Show and tell



Language: *It's my fishing game. The magnet attracts the metal.*

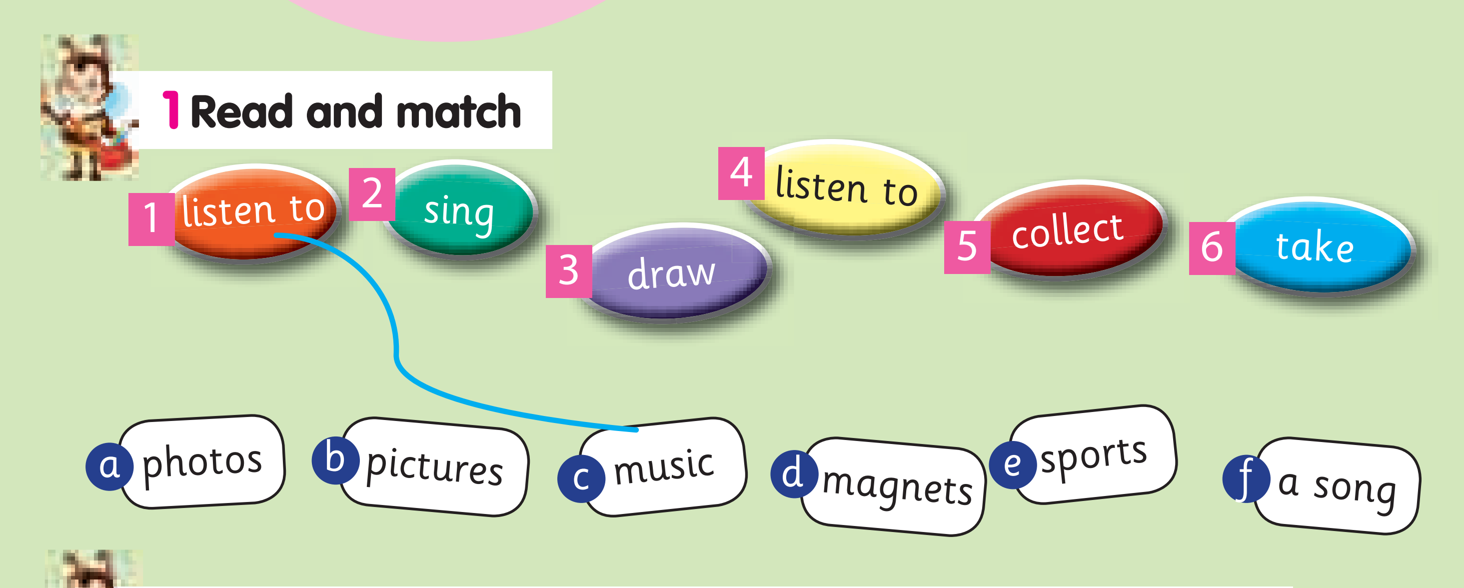
Self Assessment

Read and color the stars that describe your effort

	☆	☆☆	☆☆☆
Reading and speaking	I can read about hobbies with my teacher's help. ☆	I can talk about the hobbies I like and don't like. ☆☆	I can write about the hobbies I do on the weekend. ☆☆☆
Writing	I can trace complete, simple sentences. ☆	I can finish sentences with words to make complete sentences. ☆☆	I can write complete sentences with correct punctuation marks (capitalization, full stop, question mark and exclamation mark). ☆☆☆
Phonics ng sp	I can read words with *ng/sp* sounds. ☆	I can write words with *ng/sp* sounds. ☆☆	I can write sentences with words that have *ng/sp* sounds. ☆☆☆
Issues: Non-discrimination for people with special needs	I like friends with special needs. ☆	I can talk about how to help friends with special needs. ☆☆	I can help friends with special needs. ☆☆☆
Art	I can say light and dark colors. ☆	I can talk about things with light and dark colors. ☆☆	I can talk about and color pictures with light and dark colors. ☆☆☆
Science: Magnets	I can give examples of things which magnets attract. ☆	I can talk about poles which attract and poles which repel. ☆☆	I can talk about why some poles attract and other poles repel. ☆☆☆
Project	I can work with my group to make a magnetic fishing game. ☆	I can help my friends in a group to make a magnetic fishing game. ☆☆	I can tell my friends in my group what is good and what is bad in the magnetic fishing game we make. ☆☆☆

Play time

1 Read and match



2 Put together the jigsaw on page 126, color and write

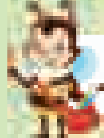
1 Hana is drawing cats .

2 Hany ....

3 Mom ....

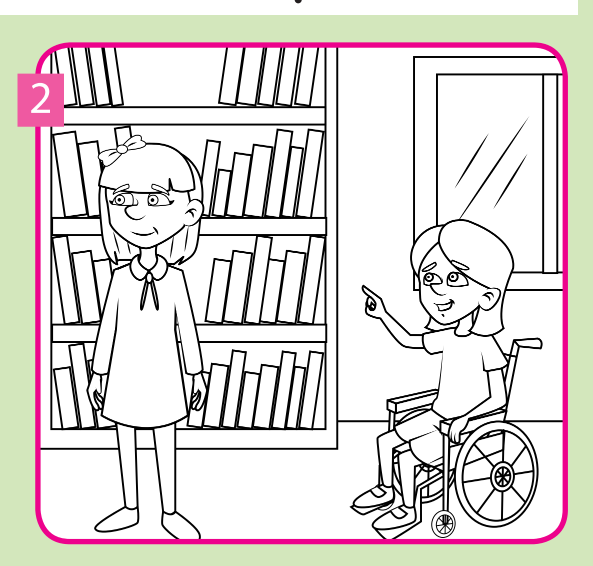
4 Dad ....

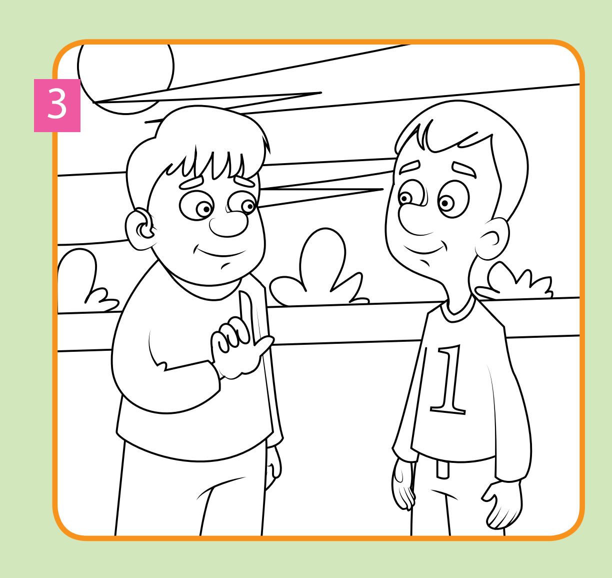
Go to page 127

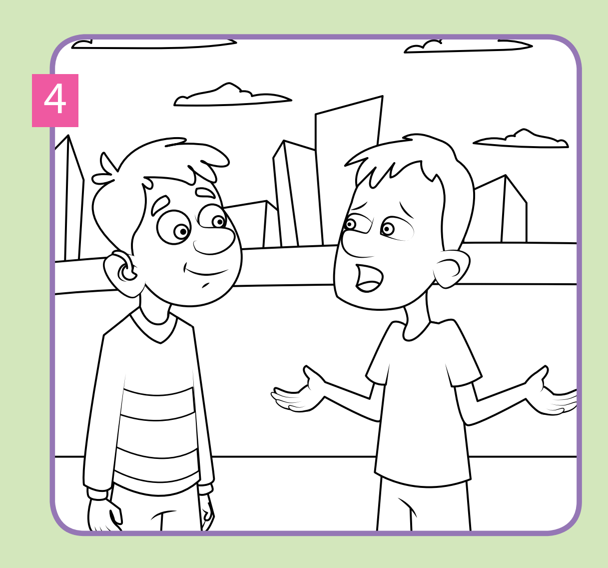


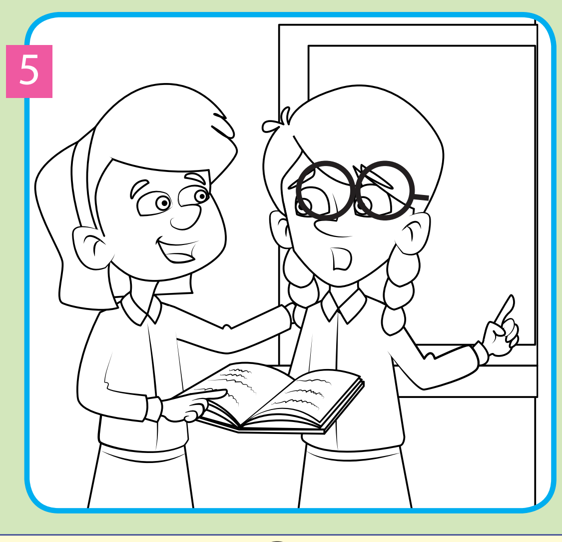
1 Color the pictures which show how we help our friends

1

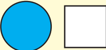

2


3


4


5


6


Teacher assessment   

Review 1

1 Listen and say

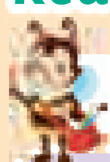
2 Ask and answer



Revision of vocabulary from Units 1-3



Reading



1 Look, read and match

1 How do you feel? ☐

2 What are you drawing? ☐

3 Would you like some juice? ☐

4 What's the matter? ☐

5 Why are you sad? ☐

6 Can I make you a sandwich? ☐

7 Are you OK? ☐

8 Can I get you your medicine? ☐

9 What do you do on Saturdays? ☐

a Yes, please. Can I have cheese in my sandwich?

b I've got a cold.

c No, I feel sick.

d I'm drawing some cats.

e Because my cat is sick.

f Yes, please. Can I have orange juice?

g I feel excited.

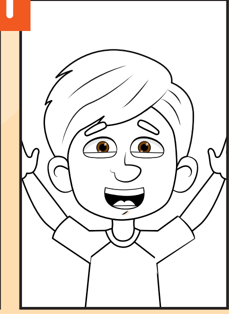
h I play tennis.

i Yes, it's in the cupboard.

2 Color the correct picture

1





I feel excited.

2





This is my bone.

3





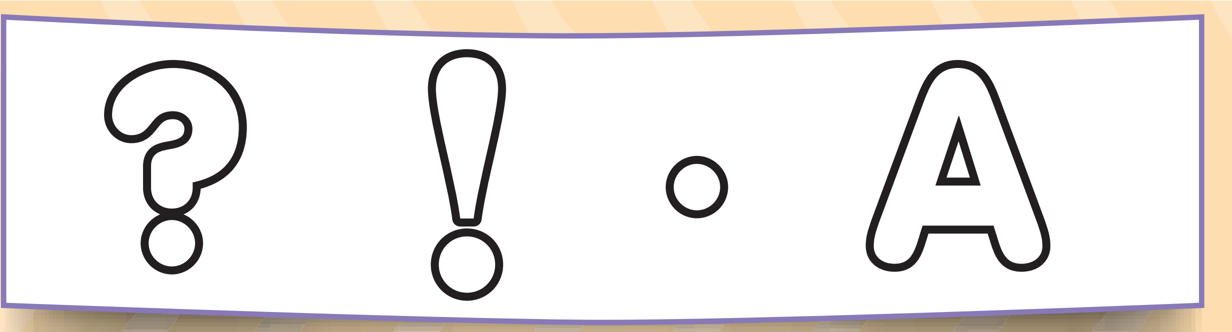
He's drawing a picture.

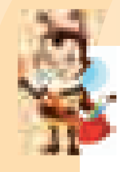
Review 1

Writing



1 Look and color the capital letter red, the full stop blue, the exclamation mark green and the question mark yellow





2 Read and write with capital letters, full stops, exclamation marks and question marks

1



she is thirsty

She is thirsty.

2

we are happy

....

....

3

what's the matter

....

....

4



I like bananas and cake

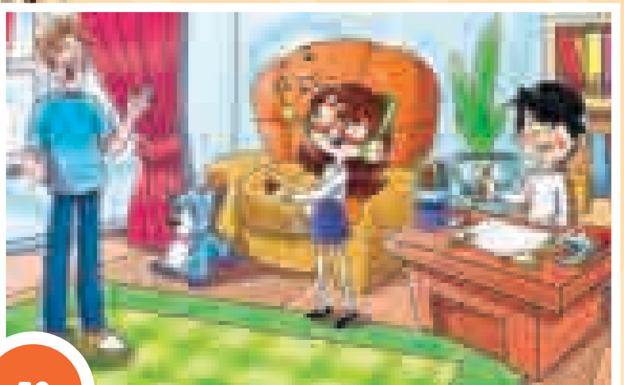
....

....





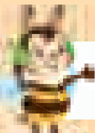
3 Complete the paragraph



Dad, Hany and Hana are in the .... Dad is .... to Hany and Hana. Hana is .... to music. Hany is .... a picture.

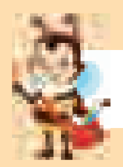


Phonics



1 Listen and write

ee	ea	ck	sk	ng	sp
1	3	5	7	9	11 ....
2	4	6	8	10	12 ....



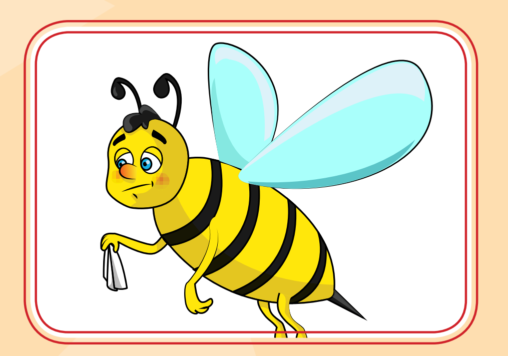
2 Look and write. Then say

1



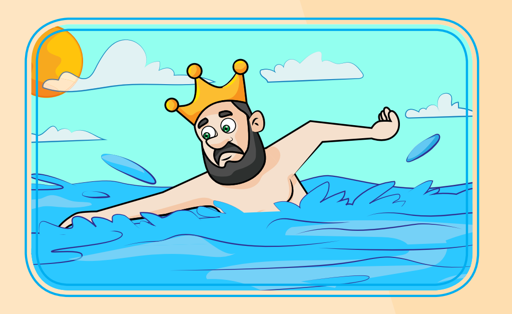
The .... is .... in the sun.

2



The .... is .... with a cold.

3

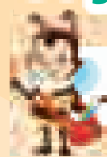


The................ is ....
in the ....



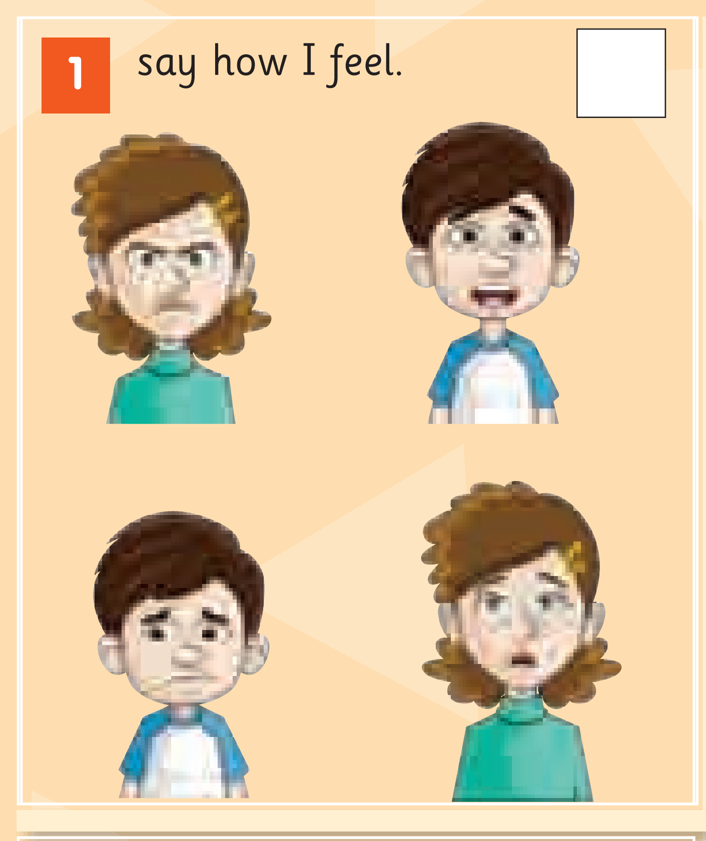
Review 1

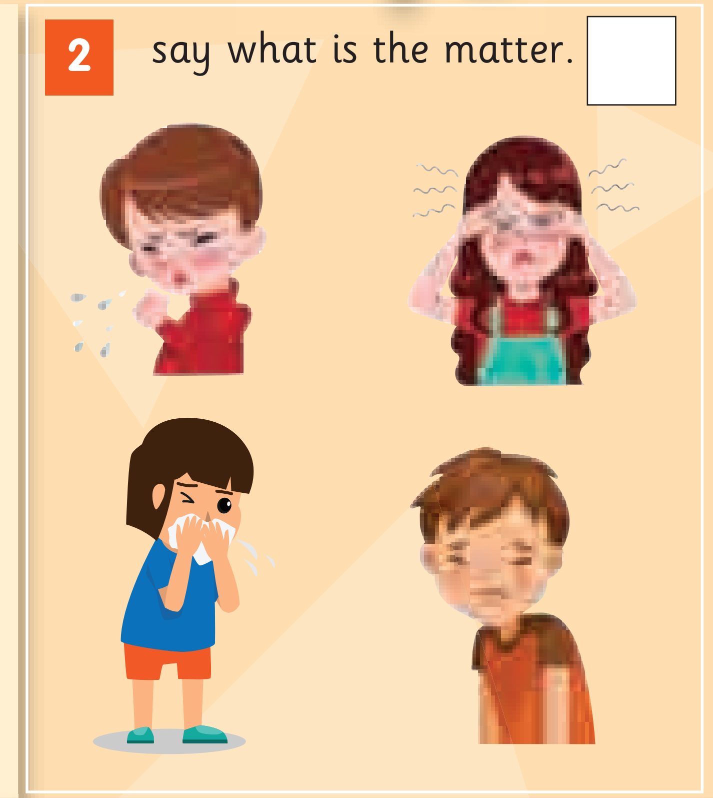
Self Assessment



1 Tick what you can say

















1 Look and complete

angry | cold | collect magnets | draw pictures | excited | headache | play sports | sick | thirsty

Feelings	Health	Activities

2 Read, draw and color

Hi! I'm Waleed. Today I am tired and I've got a headache. I'm trying to sleep.

Hi! I'm Mariam. Today I'm happy and well. I'm drawing pictures.




Theme 2:

The world around me

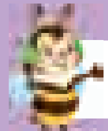


Unit 4 I love my home



Listening and speaking

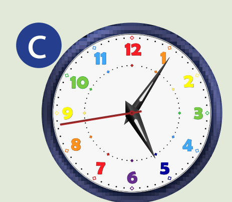
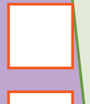
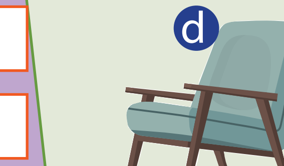
Unit 4

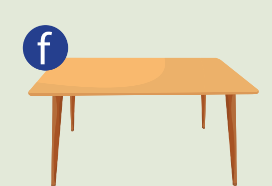
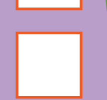
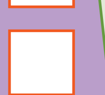


1 Listen, point and match

1 cupboard	e
2 table	
3 lamp	
4 chair	
5 armchair	
6 clock	
7 bookcase	
8 couch	
9 television	



a

b



c

d



e

f

g

h
i



2 Listen and complete the song

3 Sing

What's in your living room, Sami?
What's in your living room?
Sami: There's a **1** ....
There's a **2** .... and there's a
3 ....
What's in your living room, Nessma?
What's in your living room?
Nessma: There's an **4** ....
There's a **5** .... and there's a
6 ....



Language: *What's in your living room?*
There's a chair, lamp, bookcase, clock, armchair, cupboard, couch, television



What's in the living room?

1 Read and listen

1

There's a lamp **on** the table.

2

There's an armchair **next to** the cupboard.

3

There's a bookcase **behind** the table.

4

There's a television **between** the armchairs.

2 Listen and write the name

1

Maged

2

....

3

....

3 Draw your living room and write about it. Share with your partner

This is my living room.
There's a ....
....
....
....
....

Language: *What's in the living room? There's a clock, …*

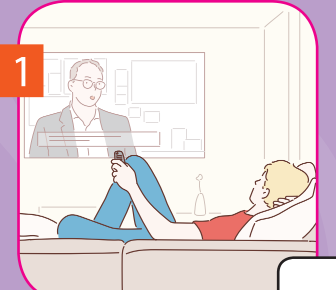
How can you help at home?

Unit 4



1 How can you help at home? Look and put a ✔

Helping your mom and dad

1 

2 

3 

4 

5 

6 

7 

8 

2 Look and match

1 

2 

3 

4 

5 

a Feed the cat.

b Cut the vegetables.

c Sweep the floor.

d Make my bed.

e Set the table.

3 Write and say what you do at home

I sweep the floor...

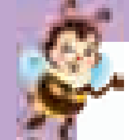
....

....

....

Language: *make my bed, sweep the floor, feed the cat, cut vegetables, set the table*

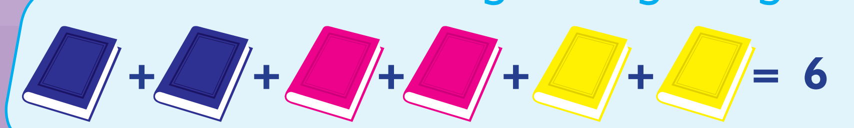
Math: Multiplication



1 **Look at the books in the bookcase. How many books are there?**



You can count how many books by adding:





Or you can count how many apples by multiplying:

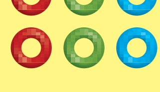
[   ] X 3 = 6

Tip!

Multiplication is adding the same number again and again.

3 X 5 = 15

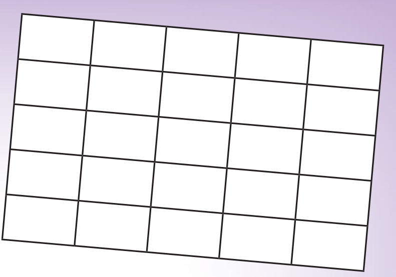
Three times five equals fifteen.





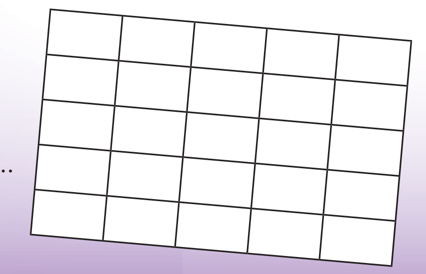
2 **Read and color the array. Then write**

1 4 x 5 = 20

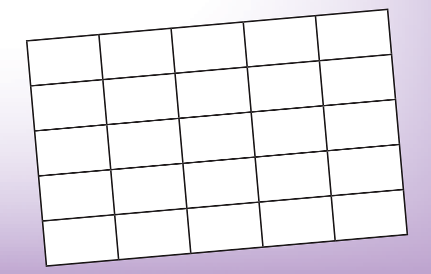


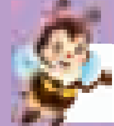
2 4 x 2 = ………

3 2 x 3 = ………



4 3 x 5 = ………





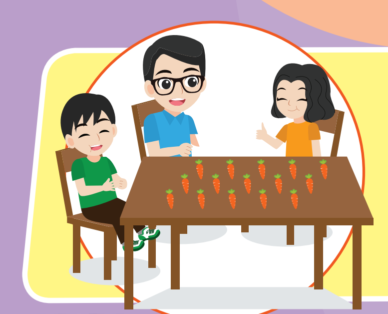
3 **Ask and answer about Exercise 2**



Language: *multiplication, times, equals*

Unit 4

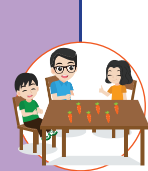
Math: Division



Tip!

Division is separating into equal groups.
15 ÷ 3 = 5
Fifteen divided by three equals five.

1 Sherif and his friends love carrots. Draw, color and divide the carrots





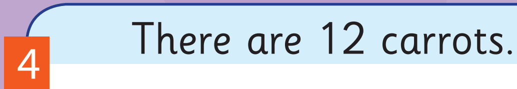
1 There are 3 carrots.



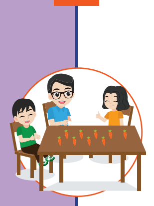
1........ carrot for each friend

2 There are six carrots

.... carrots for each friend



3 There are 9 carrots.





.... carrots for each friend

4 There are 12 carrots.



.... carrots for each friend



2 Think, write and say

10 ÷ 2 = 5......	20 ÷ 5 = ...
18 ÷ 3 = ...	9 ÷ 1 = ...
14 ÷ 2 = ...	12 ÷ 6 = ...
8 ÷ 4=	16 ÷ 2 = ...

Ten divided by two equals five.

Language: *division, divided by*



air ear
Learn sounds with Busy Bee!
1 Look, listen and repeat
1
hair
2
chair
3
pair
4
ear
5
beard
2 Cover the words and test your friends
How do you say that?
Hair.
3 Listen and write the words
1 ....
2 ....
3 ....
4 ....
Phonics: the air and ear sound
a b c d e f g h i j k l m n o p q r s t u v w x y z

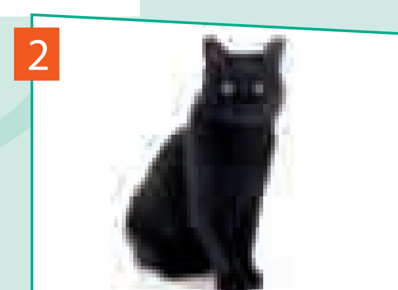
Learn to write with Busy Bee!



1 Listen, read and trace

1

He has red hair and a white beard.

2

It has black ears.

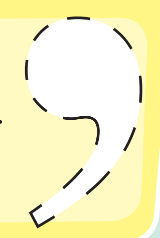
3

We have a new chair in the living room.

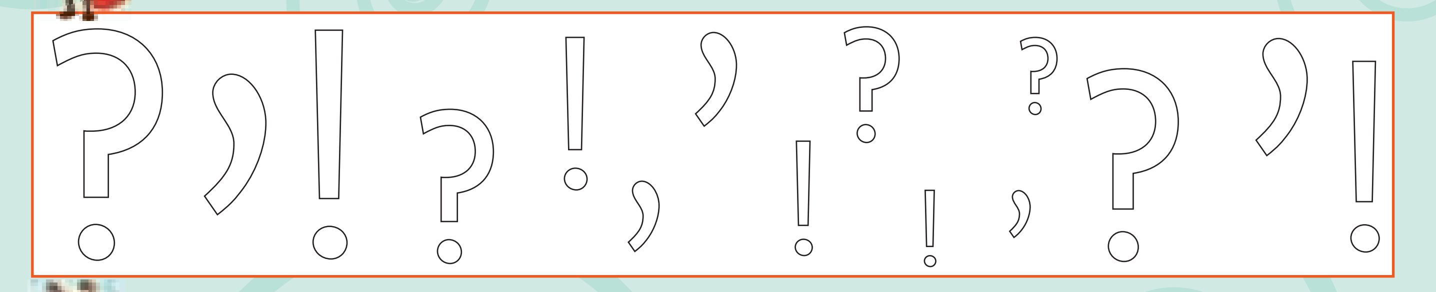
Tip!

When we write a list, we use a comma (,):
I love playing cards, collecting magnets, and listening to music.

Trace the comma.

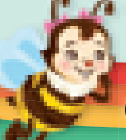


2 Look and color the commas



3 Write the correct punctuation

1 She likes ice cream, chocolate, and candy.
2 he likes playing football tennis and basketball
3 there are a chair a clock and a television
4 i feed the cats make my bed and set the table every day





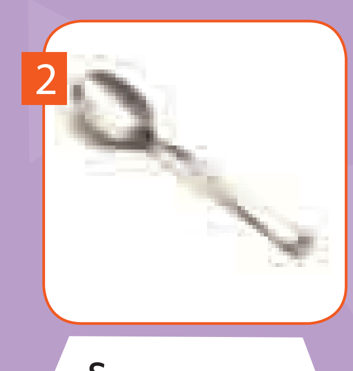
Science: Natural resources

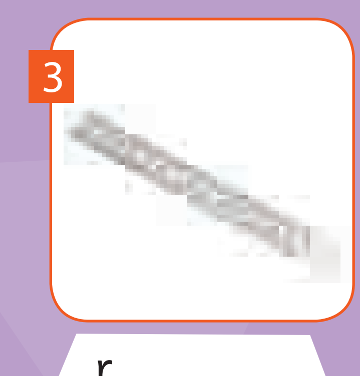


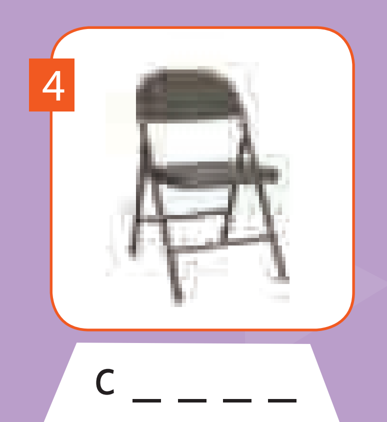
1 Complete the words

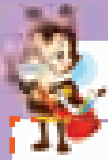
1

l _ _ _

2

s _ _ _ _

3

r _ _ _ _

4

c _ _ _ _



2 What do you have in your home? Draw and write

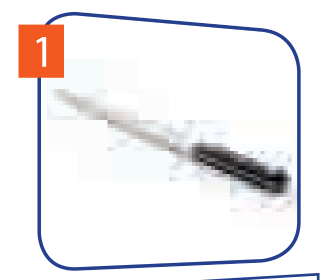
At home I have ....





1 Listen and Read

We use metal everywhere in our homes:



1 We use a **knife** for our food.



2 Our **bikes** are made of metal.



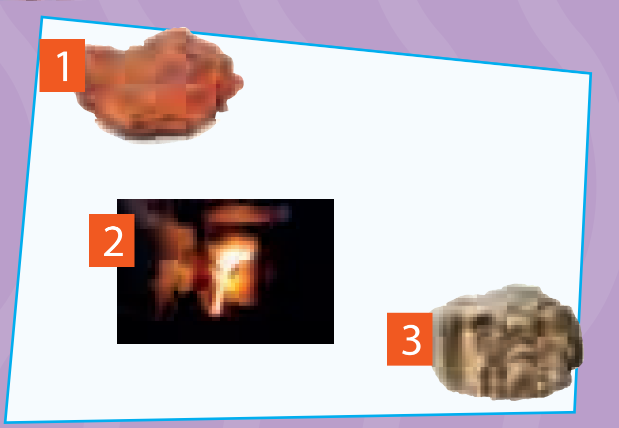
3 We use **nails** to make things.



4 We use **paper clips** in our offices.



2 Look, listen and match



a melt

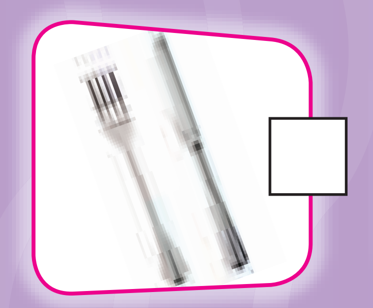
b iron ore

c rock



3 Read and number

Iron ore is a natural resource. We take iron ore from rock and melt it. This makes metal. we make different things from metal.

 ☐

 ☐

 1

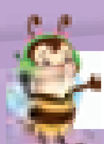
 ☐

Vocabulary: *iron ore, melt, natural resource, rock*





Science: Natural resources



1 Listen and read

Natural resources in Egypt

In Egypt we have many natural resources.
Sand is a natural resource. We can make glass from sand.



1 We take sand from the desert.



2 We add **chemicals** to the sand.



3 Then we put everything in a **bowl**.

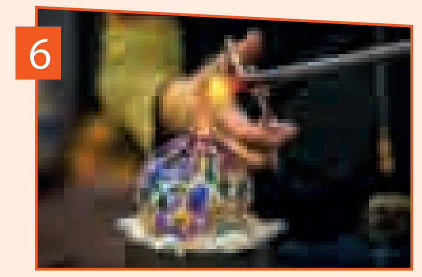
We take sand from the desert.



4 We melt the sand and **chemicals** to make a liquid.



5 Then we **shape** the glass.



6 We can make many things from glass.



2 Read and choose

1 Egypt has many natural ....

a rivers **b** resources **c** cars

2 We can make .... from sand.

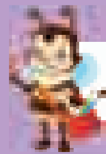
a deserts **b** chemicals **c** glass

3 We can melt sand and chemicals to make ....

a solids **b** liquids **c** gases

Vocabulary: *bowl, liquid, sand, shape*





3 Complete the cycle for producing things from glass

1 To make glass from sand, add ....

2 Put everything in a ....

3 .... the sand and ....

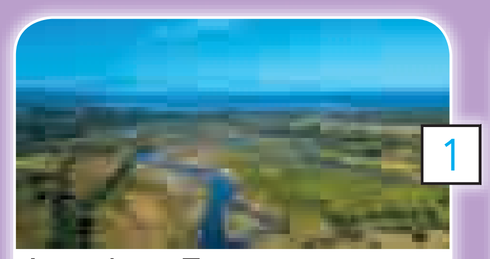
4 Shape ....







4 Look, read and order

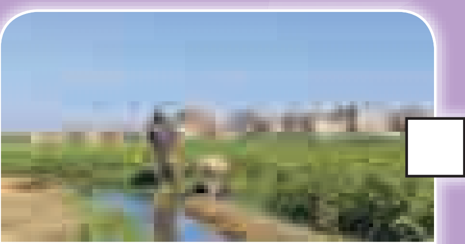


1

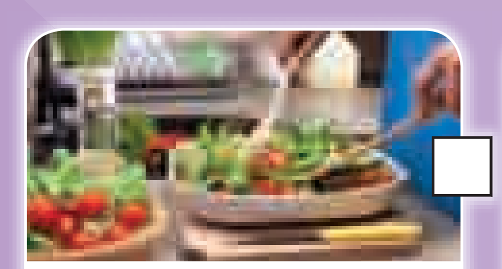
Another Egyptian natural resource is water.



Farmers give water to the plants.



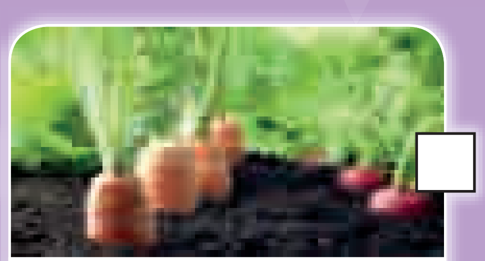
Farmers get water from the Nile.



Then we eat vegetables.



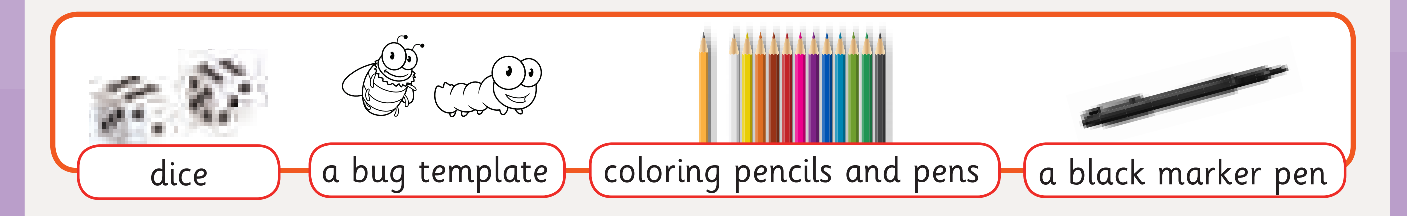
We buy vegetables at the market.



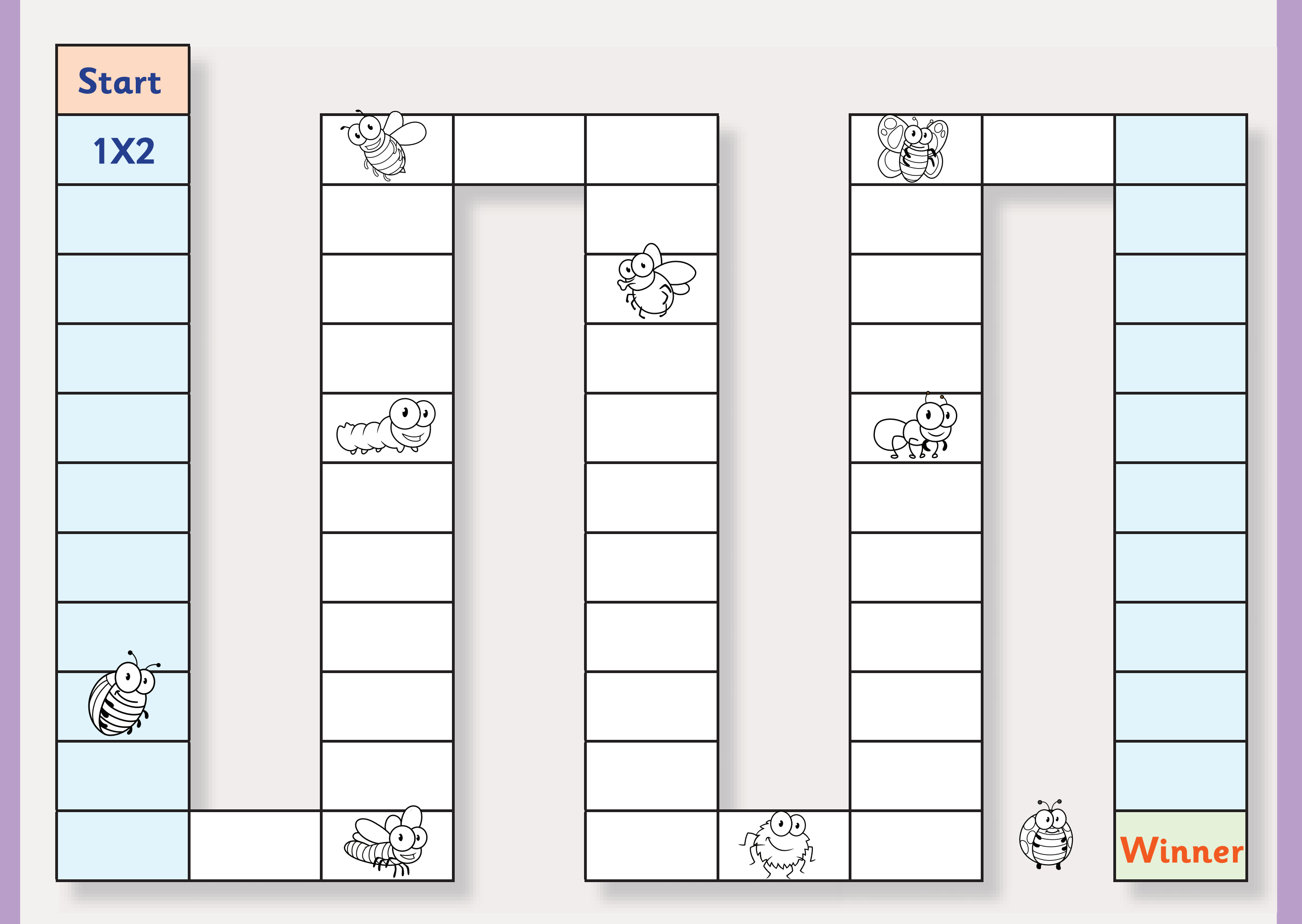
Vegetables need water to grow.

Project: Bug Math Game

You will need:



1 How to make your Bug Math Game



1 Color in the bugs.

2 With a partner, write sums in the boxes. The sums can be multiplication or division.

3 Play your game with your friends.



Show and tell

Unit 4

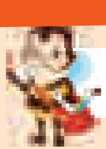


1 Show and tell

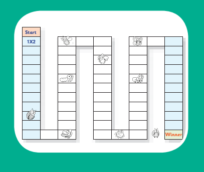


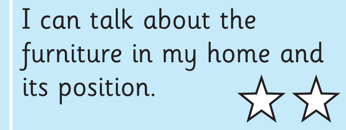
Language: *What's 15 divided by 3?*
What's 6 x 3?

Self Assessment



Read and color the stars that describe your effort

Reading and speaking 	I can read about furniture in my home with my teacher's help. ☆	I can talk about the furniture in my home and its position. ☆☆	I can talk and write about position of furniture in my home. ☆☆☆
Writing 	I can trace complete, simple sentences. I can use the comma to make a list. ☆	I can add words to make complete, simple sentences. I can identify different punctuation marks (comma, full stop, question mark and exclamation mark) ☆☆	I can write complete, simple sentences. I can use correct punctuation marks when I write. ☆☆☆
Phonics 	I can identify words with *air/ear* sounds. ☆	I can write words with *air/ ear* sounds. ☆☆	I can write sentences with words that have *air/ear* sounds. ☆☆☆
Math 	I can read and understand simple multiplication and division sums. ☆	I can multiply and divide numbers 1 - 60. ☆☆	I can ask and answer questions about multiplication and division of numbers 1 - 60. ☆☆☆
Science 	I can read about the steps of making materials from natural resources. ☆	I can follow steps in the process of making materials from natural resources. ☆☆	I can talk about steps in the process of making materials from natural resources. ☆☆☆
Project 	I work with my partner to make and play a board game. ☆	I help my partner to make and play a board game. ☆☆	I work with my partner to make and play a board game, using English as much as possible. ☆☆☆



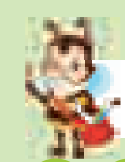








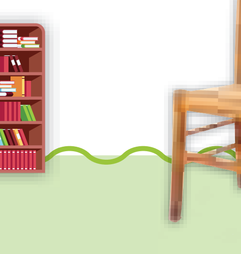

Play time

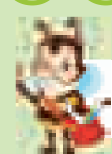


1 Unscramble and write the words

1 hcair ......chair......
2 batle ....
3 faos ....
4 klocc ....
5 copadubr ....
6 cabokose ....
7 malp ....





2 Look and complete

1

.... my bed.

2

.... the floor.

3

....

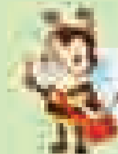
4

....

5

....

Play time



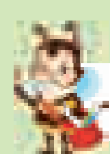
1 Read and color



2 Read again and circle the words with *air* and *ear*

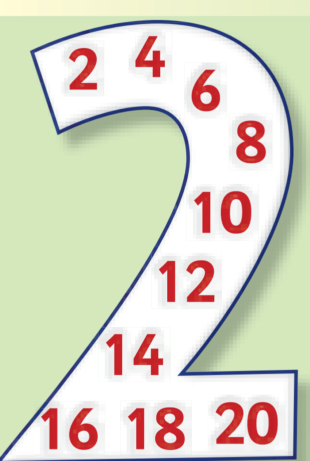
Grandpa is seventy years old. He has gray hair and a gray beard. He is wearing a pair of black glasses. He is sitting on a red armchair.





3 Look and read. Then complete

2 X 1 = 2



6 X 1 = 6



4 Throw dice and write

Roll 1	Roll 2	Multiplication	Division
5	2	5 x 2 = 10 2 x 5 = 10	10 ÷ 5 = 2 10 ÷ 2 = 5

Teacher assessment ☐ ☐ ☐ ☐

Unit 5 At the zoo

1 Look, listen and read

1 There are so many animals here!

2 I love the zoo! I'm very **excited**!

3 What do you want to see?

4 Let's watch the **penguins**.

5 Good idea! How about going to the **elephants**?

Unit 5

Listening and speaking

1 Listen, point and say

hippo

elephant

panda

lion

ZOO

penguin

giraffe

2 Look and match

d

a hippo b elephant c panda ~~d giraffe~~ e lion f penguin

3 What is your favorite zoo animal? Complete

Hana's favorite animal is the penguin. It's black and white.

My favorite animal is ....

Tip!

Our skin protects us and keeps our bodies safe.

Tip!

Here's how to say *elephant* and *lion* in American Sign Language:

elephant lion

Vocabulary: *lion, elephant, giraffe, penguin, hippo, panda*



Social Studies: Using a map of the zoo

Where are the hippos?

1 Listen and read

How about going to the lions?

That's a good idea! Hany, you have the map. Where are the lions?

Go straight, turn right, then go straight and turn left. Turn right.

Let's go!

Then let's watch the penguins!

Good idea!



2 Where are the animals? Ask and answer



3 Sing

1. How about going to see the pandas?
2. Good idea.
3. Where are the pandas?
4. Go straight ahead and they're on the right.

Language: *Where are the hippos? Go straight. Turn right/left.*

Animals and their habitats

Unit 5

1 Match the animals to their habitat (three animals have the same habitat)

Tip!
habitat = where an animal lives
The panda's **natural habitat** is the bamboo forest.

1 lake
2 sea
3 grasslands
4 bamboo forest

2 Ask and answer

Where does an elephant live?
It lives in grasslands.

3 Read and write the animals. Find the mystery animal

1 This animal lives in grasslands. It is big and gray.
2 This animal has a long neck.
3 This animal lives in bamboo forests.
4 This animal is little and lives next to the sea.
5 This animal is very strong and lives in grasslands.

1 e l e p h a n t
2
3
4
5

The mystery animal is a ________________.

Language: *Where does the (elephant) live? It lives in the (grasslands).*
habitat, sea, bamboo forest



CLIL: Math – fractions

All the animals at the zoo

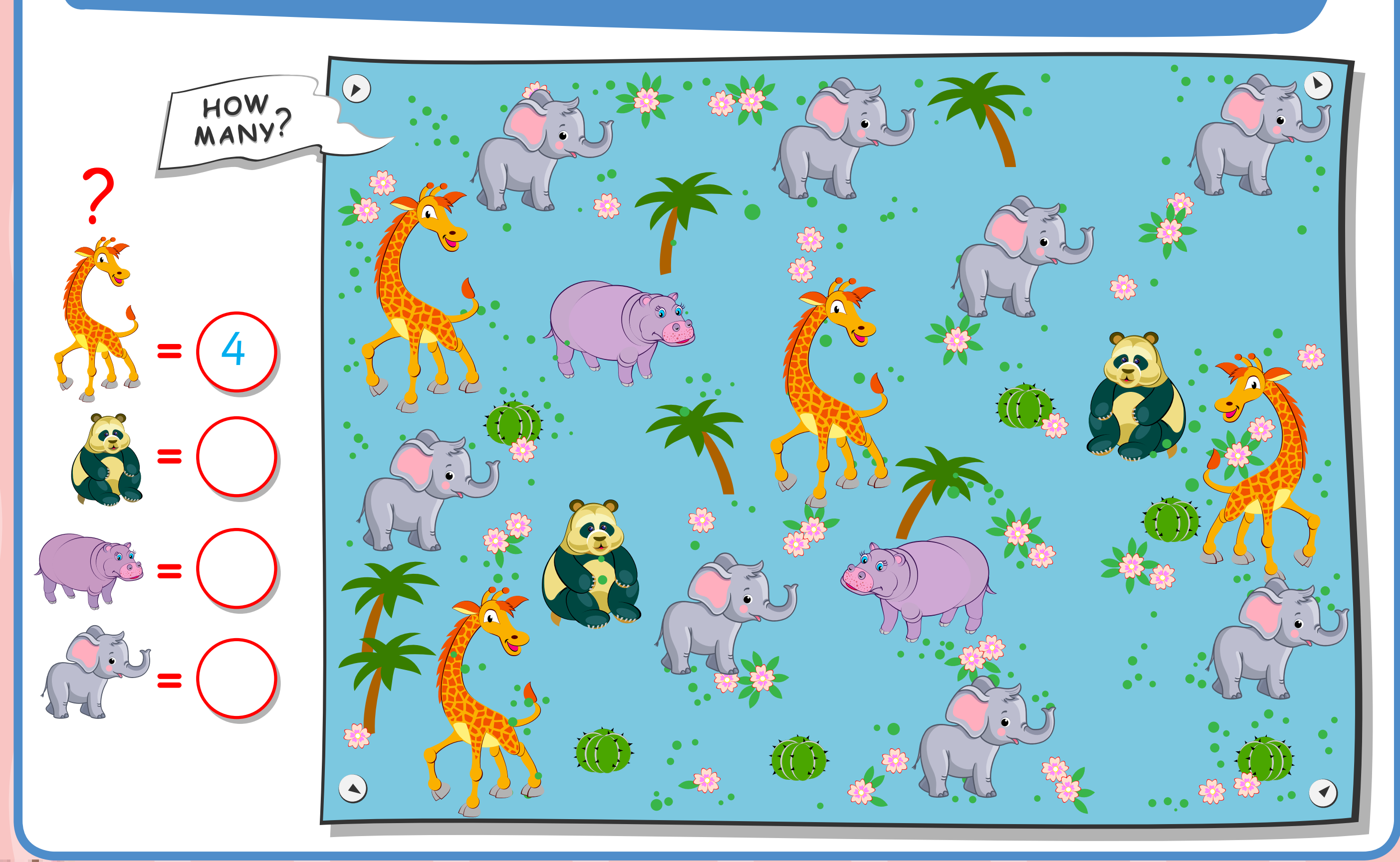
Tip!

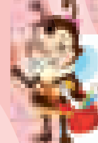
A **fraction** is a part of a whole. Look at the red part of the circle: it is **half** of the whole.



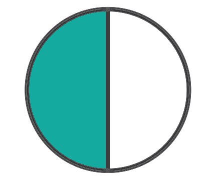
1 Read and listen. How many elephants, hippos, giraffes and pandas are there?

There are 16 animals at the zoo. **Half** (½) the animals are elephants. One-fourth (¼) of the animals are giraffes and one-eighth (⅛) of the animals are pandas.

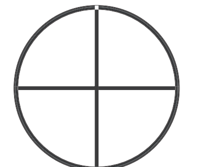


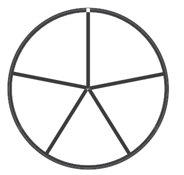


2 Look and color the fractions

1 Color ½ (a half) 

3 Color 1/3 (a third) 

2 Color ¼ (a fourth) 

4 Color 1/5 (a fifth) 





3 Look and complete the text with the fractions

a fourth   a third   a half

Our favorite zoo animal

In my class there are 24 students. We all have a favorite zoo animal.
………………… of the class like the lion best. ………………… of the class like the panda best.
………………… of the class like hippos best.
What about your classmates?
What are their favorite animals?
………………… .

Number of students			
12			
11			
10			
9			
8			
7			
6			
5			
4			
3			
2			
1			

My favorite zoo animal

4 Now make a bar chart about your class and write the fractions

My class's favorite zoo animal

Number of students			
10			
9			
8			
7			
6			
5			
4			
3			
2			
1			

1 ………. of my class like ………. best.
2 ………. of my class like ………. best.
3 ………. of my class like ………. best.

Language: *fraction, half, fourth, third*

Environmental responsibility

1 Circle and color the things for a happy Earth

planting

recycling

sorting trash

polluting the river

Happy Earth

polluting cities

riding a bike

reusing

going by car

2 Recycle in the correct bin. Write the letters

1 PLASTIC a

2 GLASS

3 PAPER

a b c d e f

Vocabulary: *sort, plant, reuse, recycle, pollute, plastic, glass, paper*



How can we help animals?

Unit 5



1 Match to complete the sentences on how to help animals

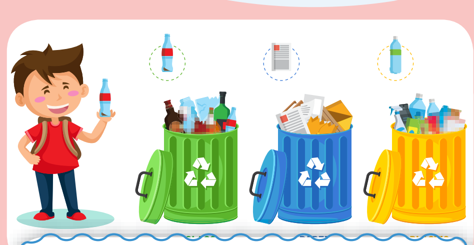


1 Put
2 Don't put
3 Plant
4 Clean
5 Recycle

a plastic in the sea.



b animal habitats with your friends.



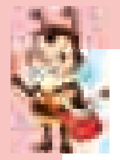
c glass, paper and plastic.



d water and food on your **balcony** for the birds.



e flowers to help bees.



2 How can you help the animals in Egypt? Write and draw three things you can do

1
....
....

2
....
....

3
....
....

Language: *Put water; Recycle glass; Plant flowers; Don't put plastic; clean animal habitats.*



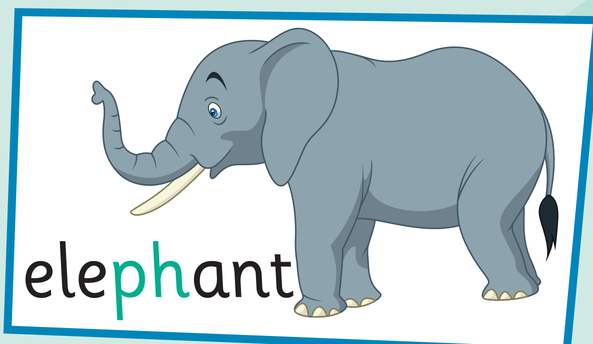


Learn sounds with Busy Bee!

1 Listen and repeat









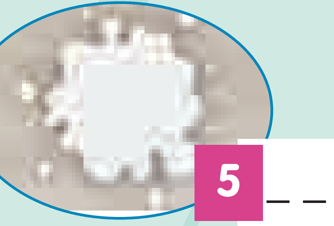
2 Look and write *ph* or *wh*



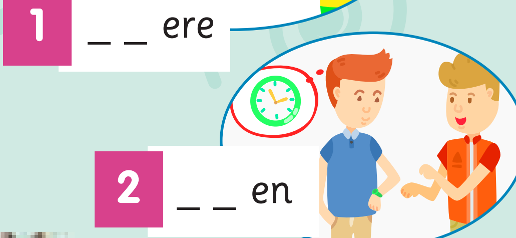
1 _ _ ere



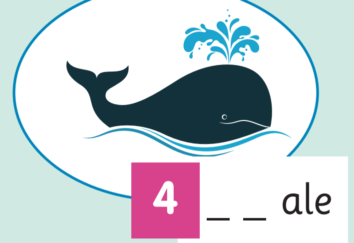
3 ele _ _ ant



5 _ _ ite



2 _ _ en



4 _ _ ale



6 _ _ oto

3 Listen and count the syllables

1 syllable	3 syllables
....	....
....	....
....	
....	

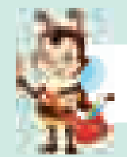
Phonics: the *wh* and *ph* sounds

a b c d e f g h i j k l m n o p q r s t u v w x y z



Unit 5

Learn to write with Busy Bee!



1 Read and trace

1 Where is the photo?

2 The whale is white.

3 When is the elephant here?



2 Read about the lion. Then draw and write about another animal

The lion is big and brown. It lives in the grasslands in Africa. It eats meat.



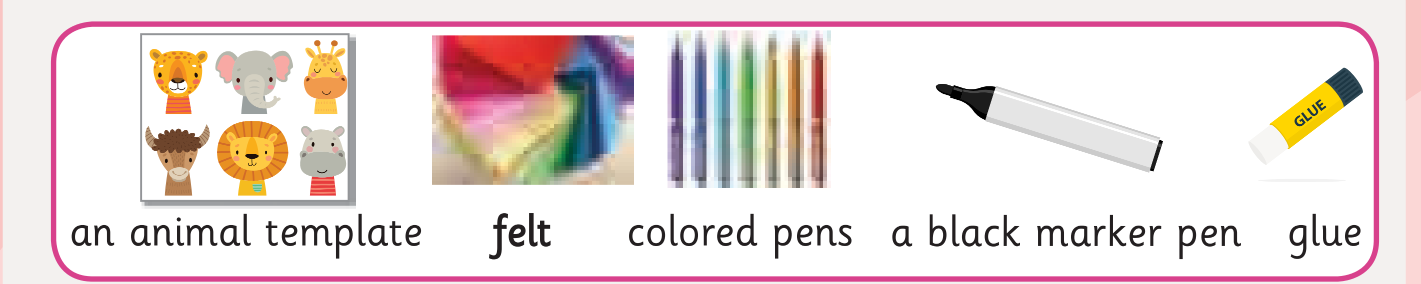


The .... is .... and
.... It lives ....
It eats ....

a b c d e f g h i j k l m n o p q r s t u v w x y z

Project: Zoo animal puppet

You will need:





1 How to make your animal puppet

1 Trace the template on your **felt**.

2 Carefully cut out the pieces for your puppet.

3 Stick the pieces together.

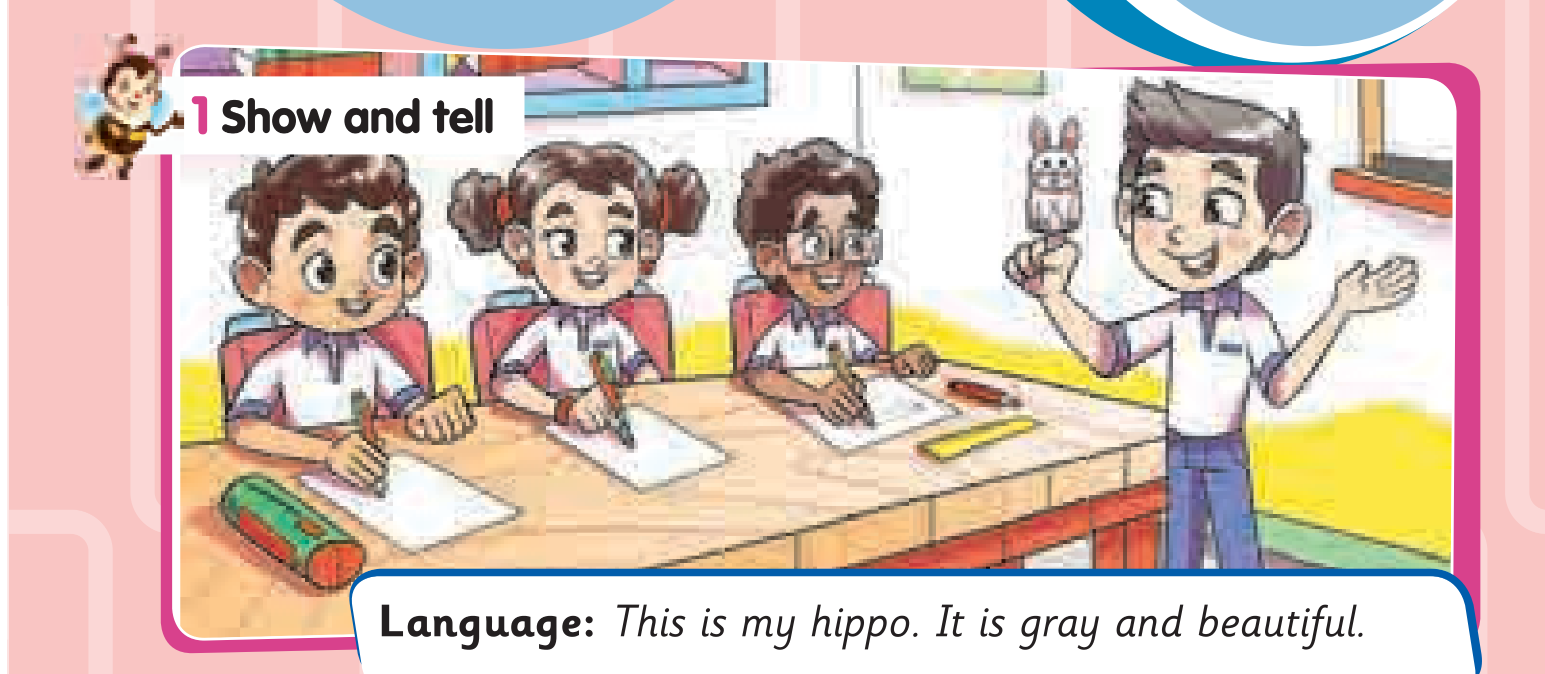
4 Draw the eyes and other details with a pen.

5 Your puppet is now ready to play with. Play with your friends.

Show and tell

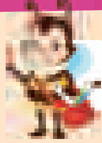
Unit 5

1 Show and tell



Language: *This is my hippo. It is gray and beautiful.*

Self Assessment

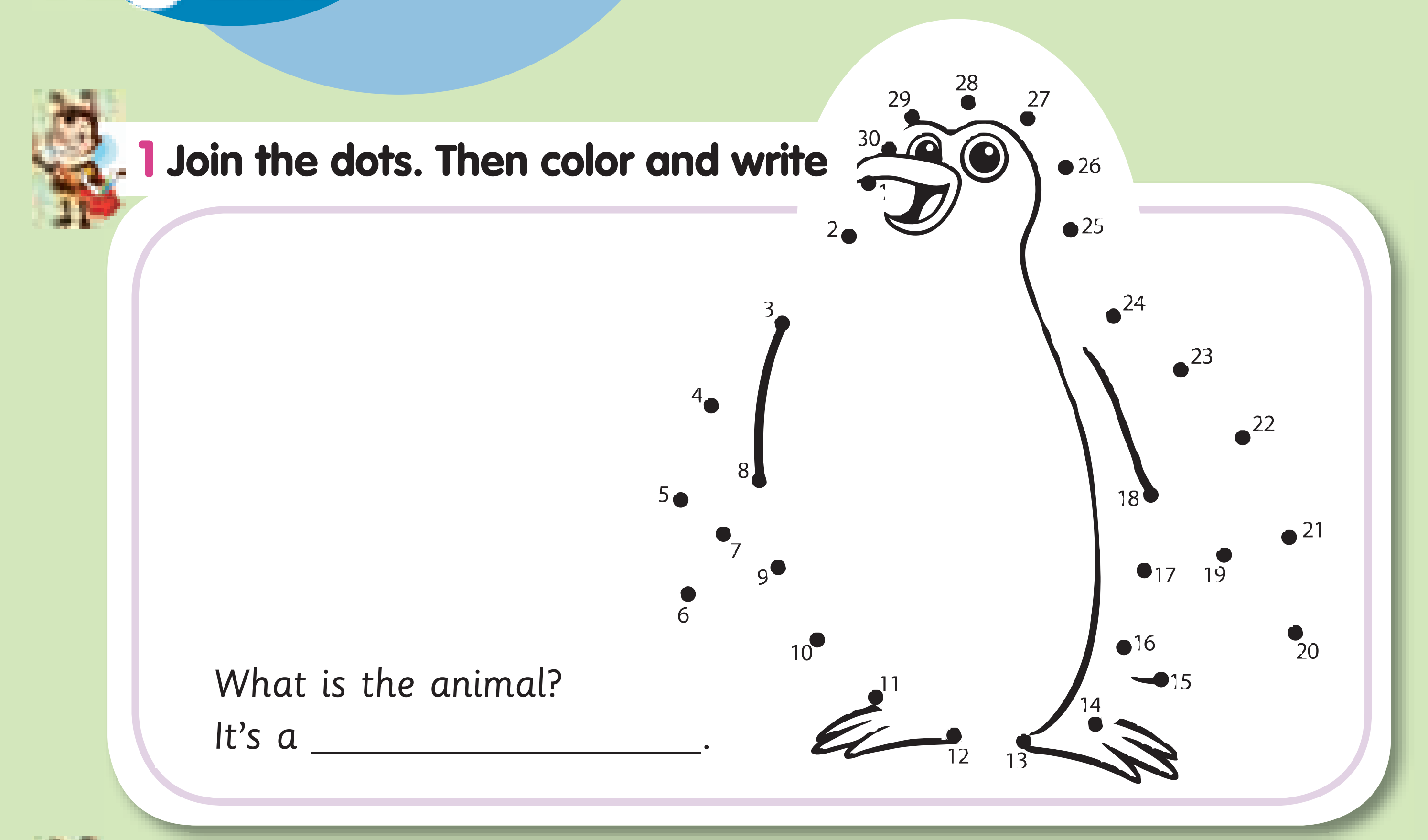


Read and color the stars that describe your effort

Reading and speaking	I can read a text on animals with the help of my teacher. ☆	I can read and complete a text about animals. ☆☆	I can talk about my favorite animal, how it looks and where it lives. ☆☆☆
Writing	I can trace complete, simple sentences. ☆	I can finish sentences with words to make complete sentences. ☆☆	I can trace short, complete sentences. I can complete and write sentences with simple words. ☆☆☆
Phonics ph wh	I can read words with *ph/ wh* sounds. ☆	I can write words with *ph/ wh* sounds. ☆☆	I can write sentences with words that have *ph/wh* sounds. ☆☆☆
Math - fractions	I can read and understand simple fractions. ☆	I can read and calculate simple fractions. ☆☆	I can calculate simple fractions and apply them to everyday situations. ☆☆☆
Eviromental responsibility	I can identify positive and negative actions to protect the Earth. ☆	I can identify positive and negative actions to protect the Earth, and say the actions I like to do to protect the Earth. ☆☆	I can identify positive and negative actions to protect the Earth, and suggest other actions to protect the Earth. ☆☆☆
Project	I can work with my group to make an animal puppet. ☆	I work with my group to make an animal puppet and give ideas to make it better. ☆☆	I work with my group to make an animal puppet, and give ideas to make it better. I can talk about it in complete sentences. ☆☆☆

Play time

1 Join the dots. Then color and write



What is the animal?

It's a ________________.

2 Complete the crossword with the animals

Down:

1 h i p p o

2

4

5

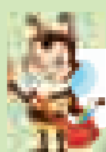
Across:

2

3

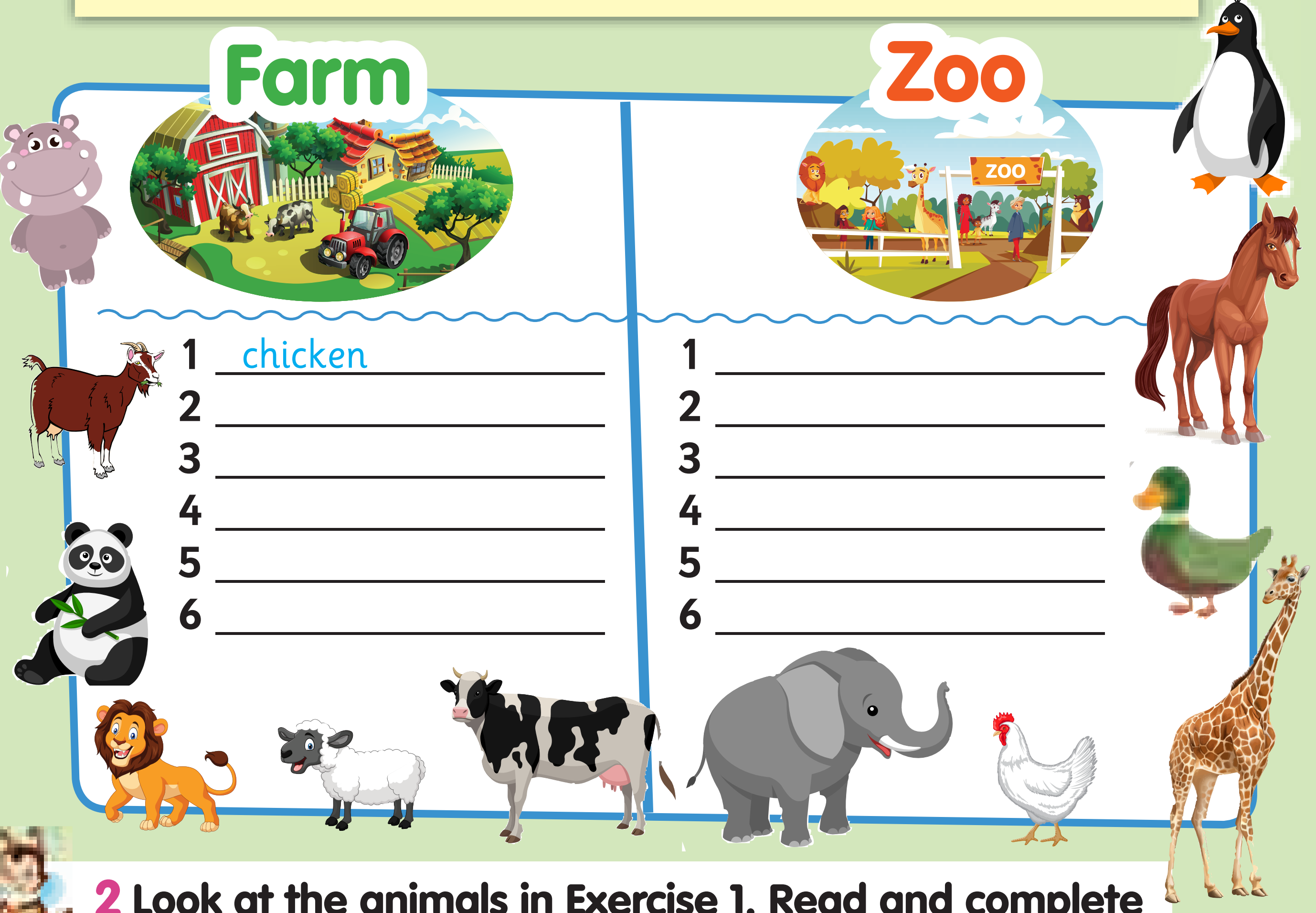
6





1 Complete the table with the animals in the box

~~chicken~~	cow	duck	elephant	giraffe	goat
hippo	horse	lion	panda	penguin	sheep

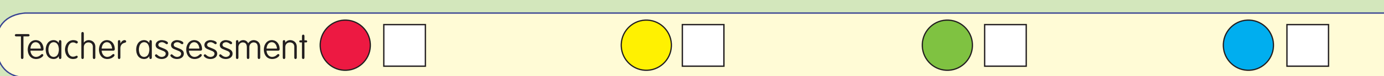


Farm	Zoo
1 chicken	1 ______
2 ______	2 ______
3 ______	3 ______
4 ______	4 ______
5 ______	5 ______
6 ______	6 ______

2 Look at the animals in Exercise 1. Read and complete

third	grass	~~Half~~	twelfth

The animals live in different places. ......Half.......... of the animals live on a farm.
One .... of the animals eats bamboo. One fourth eats ....
One .... are black and white.





Unit 6 Let's go to the circus!

1 Look, listen and read

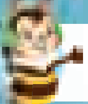


2 Why can't Grandpa see the clown?

Unit 6

Listening

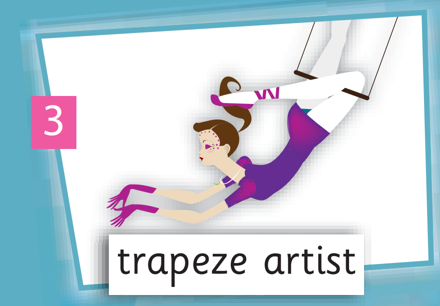
What does he look like?



1 Listen, point and say


1 clown


2 dog trainer


3 trapeze artist


4 juggler


5 ringmaster


6 acrobat

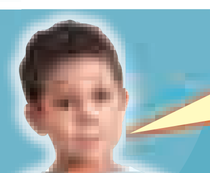
2 Look at the people in Exercise 1 again. Read and complete

acrobat   trapeze artist   fat   short   beautiful   and   thin

1 The clown's short. and ....
2 The dog trainer's young and ....
3 The .... is wearing blue.
4 The ....'s tall and thin.
5 The ringmaster's short and ....
6 The juggler's old .... fat.



3 Look at the people in Exercise 1 again and say



What does the dog trainer look like?



She's young and beautiful.

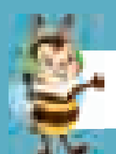
4 Write about your friend

My friend is ....
....

Language: *What does the dog trainer look like?*
She is a…clown, ringmaster, dog trainer, trapeze artist, juggler, acrobat.



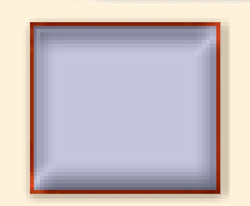
Math: Quadrilaterals



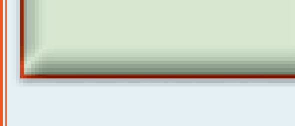
1 Listen and read

Tip!
A quadrilateral is a shape with four sides.

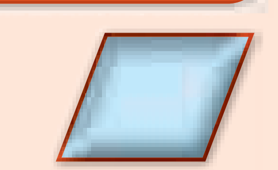
Here are 3 shapes:



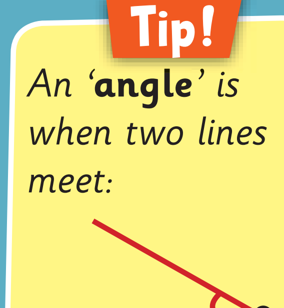
A **square** has 4 sides. All the sides are equal. It has 4 right angles, and 4 **corners**.



A **rectangle** has 2 long sides and 2 short sides. It has 4 right angles and 4 **corners**.



A **rhombus** has 4 equal sides. It has 4 angles but they are sometimes different. It has 4 **corners**.

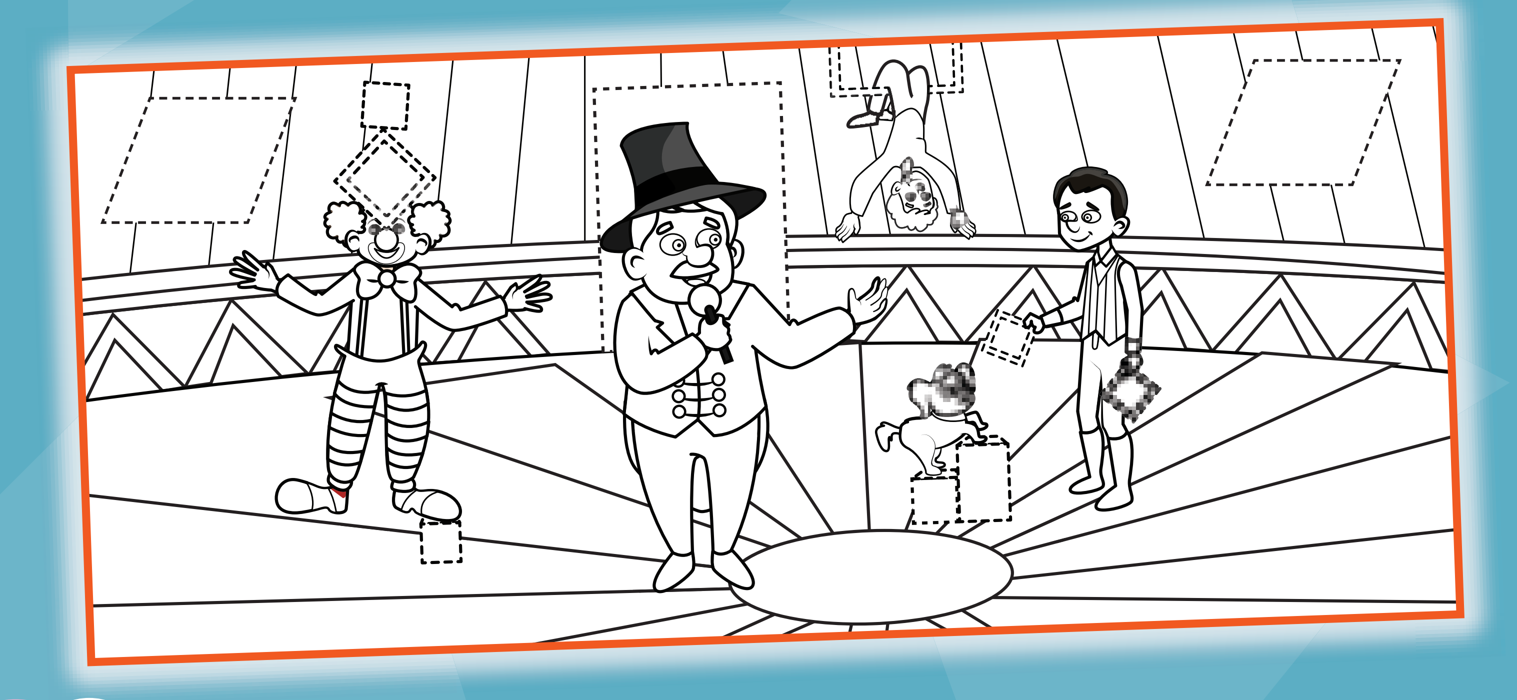


Tip!
*An '**angle**' is when two lines meet:*

A right angle is 90 degrees:



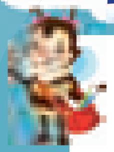
2 Find and trace 6 squares, 2 rectangles and 2 rhombuses in the circus



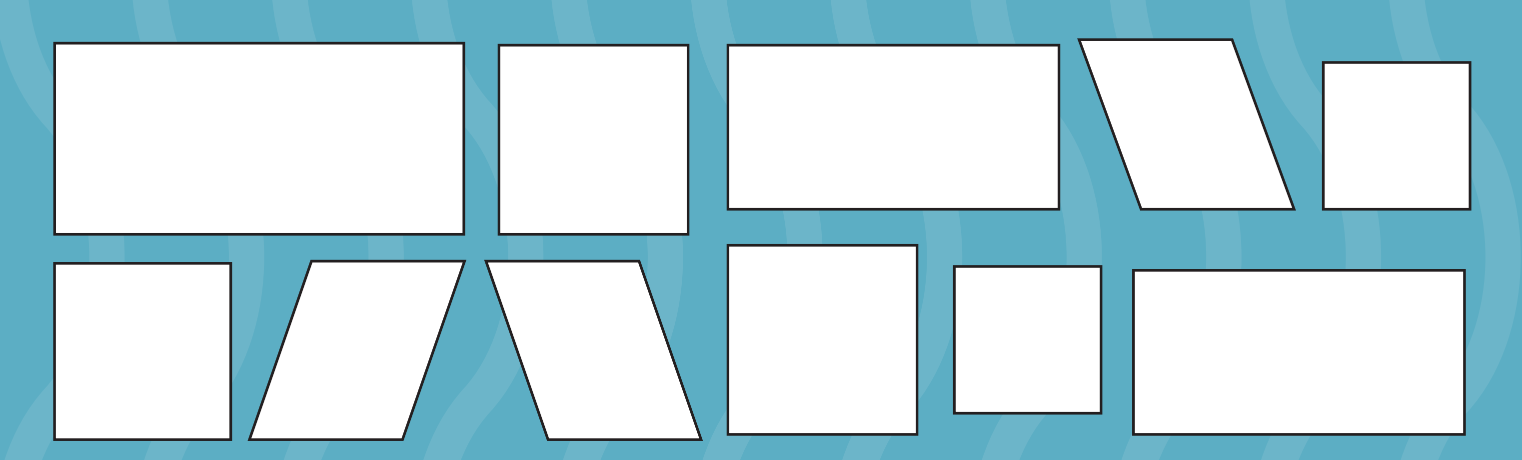
Math — quadrilaterals

Unit 6

Shapes

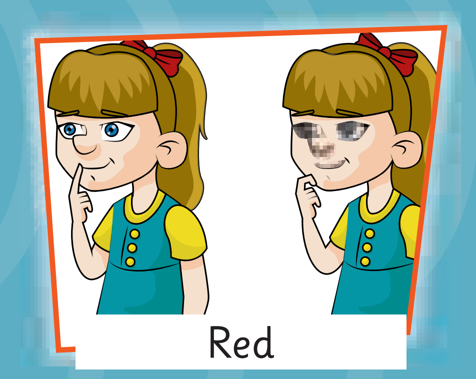


1 Look and color the squares blue, the rectangles red and the rhombuses yellow

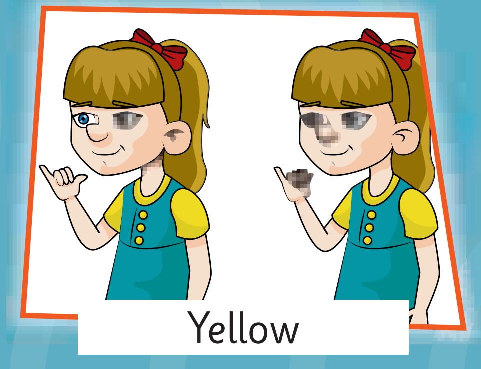




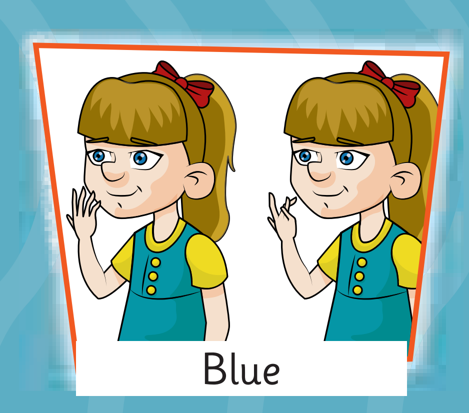
2 Look and see how we say *blue, red* and *yellow* in American sign language (ASL). Say the colors in ASL with your friends



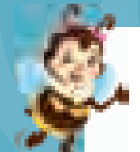
Red



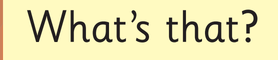
Yellow



Blue



3 Work with a partner. Find quadrilaterals in your classroom and say





Vocabulary : *quadrilaterals, square, rectangle, rhombus, angle, side, corner*



Art: Performing art

Do you like the circus?



1 Look and say



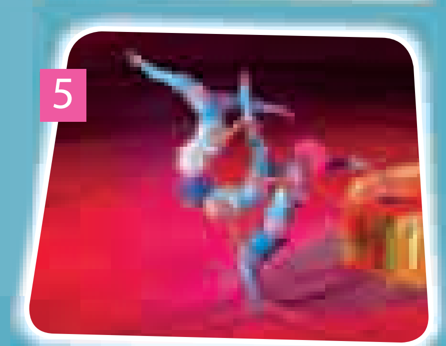
I like the trapeze artist.

1 

2 

3 

4 

5 

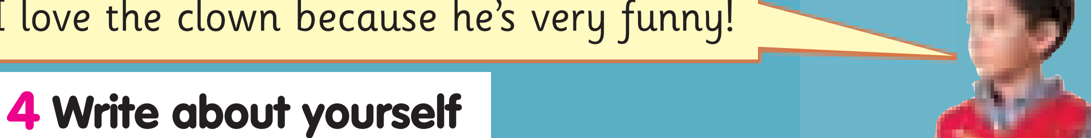
6 

2 Read, match and complete

1 The clown
2 The dog trainer
3 The trapeze artist
4 The acrobat
5 The ringmaster
6 The juggler

a is very funny.
b can jump and move his body.
c loves animals.
d talks to everyone at the circus to say what is happening.
e can throw rings and balls.
f can fly above us.

3 Tell your partner. Who is your favorite circus person? Why?



4 Write about yourself



I love the ....

Values: *Appreciation of art and skills; Respect for diversity*



Math: Finding information on a graph

Unit 6



1 Read and complete the tally chart for Reem's circus

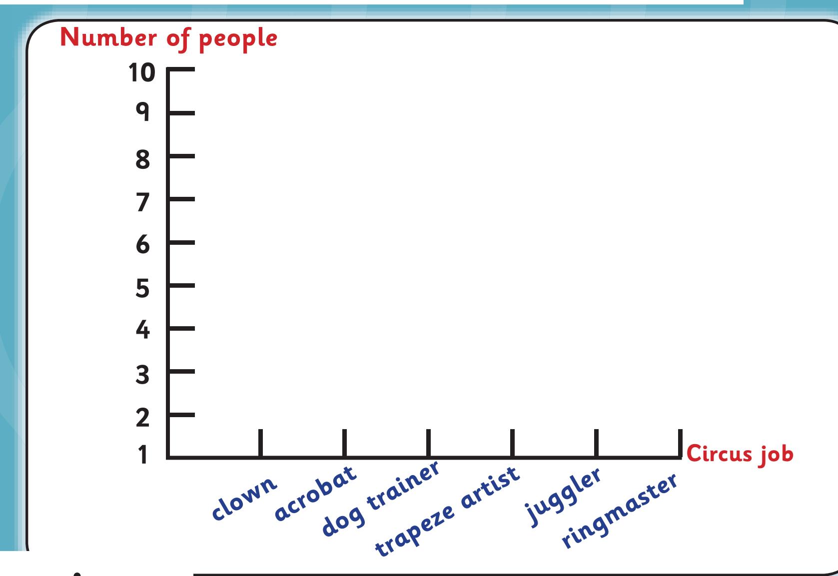


Hi! My name is Reem. I'm at the circus.
There are some people at the circus.
There's one ringmaster, there are 5 acrobats,
there are 7 dog trainers, there are 6 clowns,
there are 8 trapeze artists and 4 jugglers.



circus job	number of people
clowns	卌 I
acrobats	
dog trainers	
trapeze artists	
jugglers	
ringmasters	

2 Complete the bar chart for Reem's circus



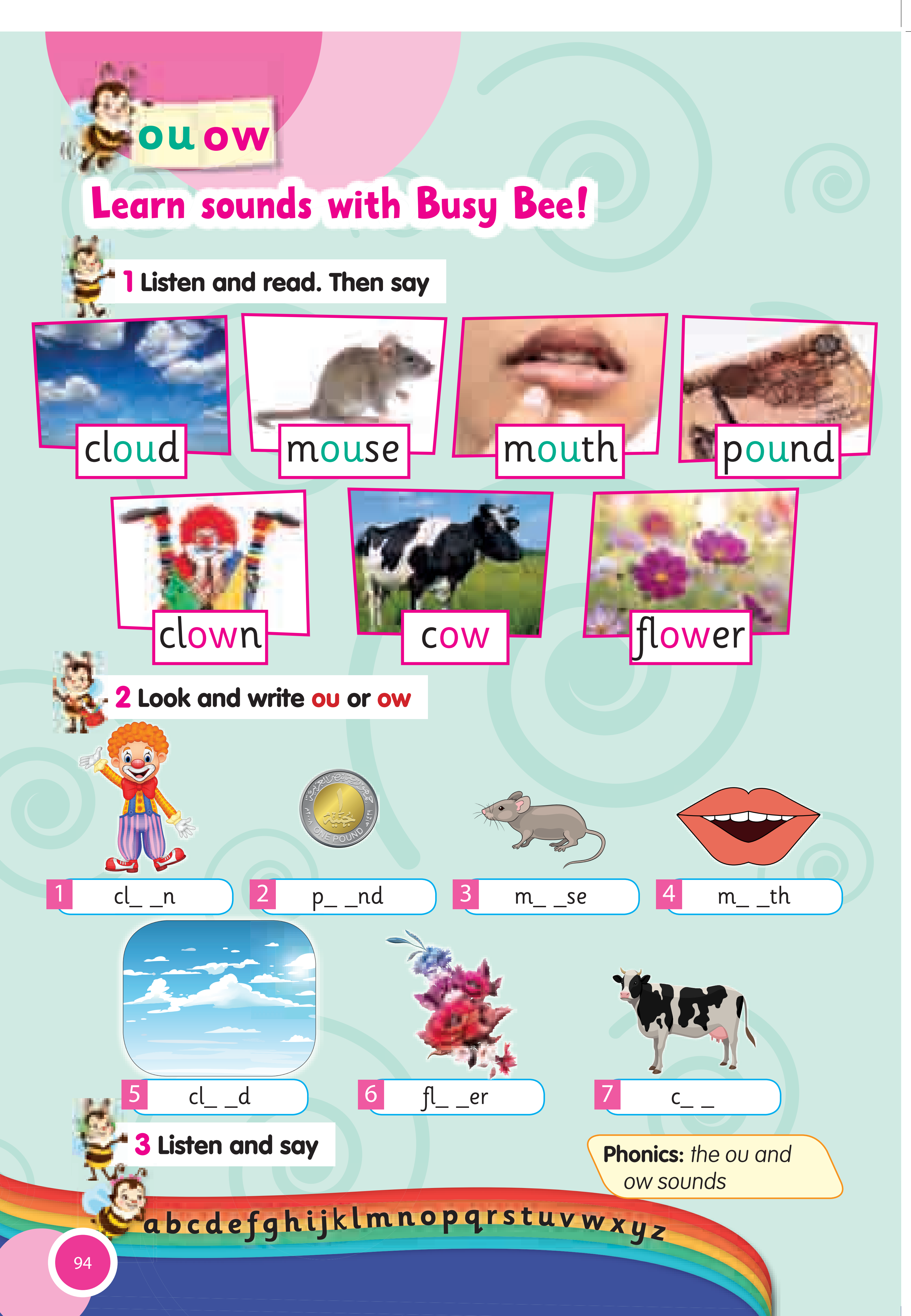
3 Look and say

How many clowns are there?

There are six clowns.

Language: *circus people, tally chart, bar chart*





ou ow

Learn sounds with Busy Bee!

1 Listen and read. Then say

cloud mouse mouth pound

clown cow flower

2 Look and write ou or ow

1 cl_ _n

2 p_ _nd

3 m_ _se

4 m_ _th

5 cl_ _d

6 fl_ _er

7 c_ _

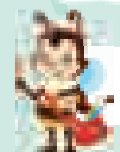
3 Listen and say

Phonics: *the ou and ow sounds*

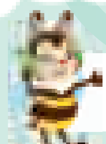
a b c d e f g h i j k l m n o p q r s t u v w x y z



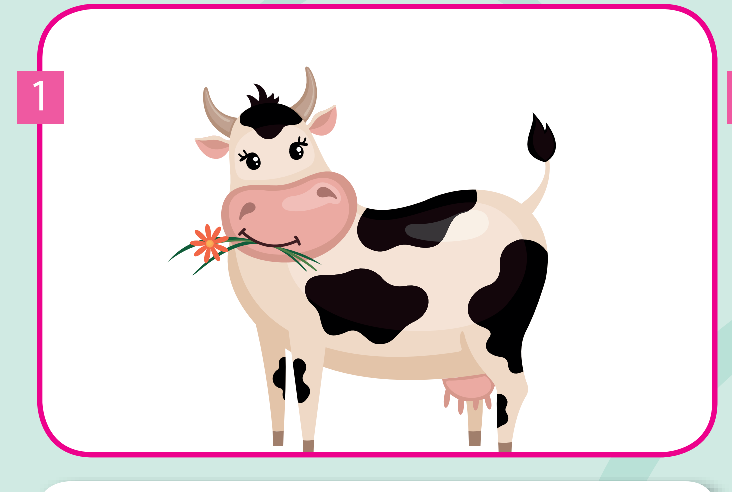
Learn to write with Busy Bee!



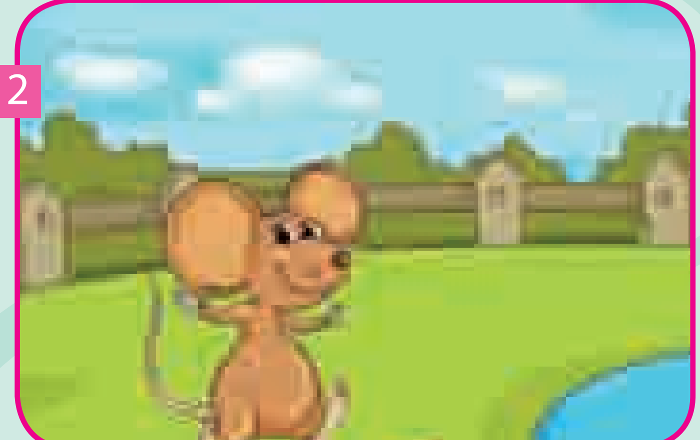
1 Look, trace and complete



2 Listen and check

1


The .... has a flower in its ....

2


The .... is under a ....

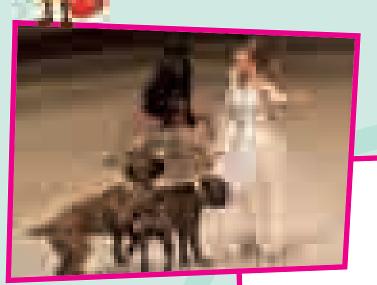


3 Look at the picture and read

He is a young, fat clown. He is at the circus. He is very funny.



4 Write sentences. Use the words in the box if you want



She	tall	young	beautiful	circus	dog trainer

....

....

....

....

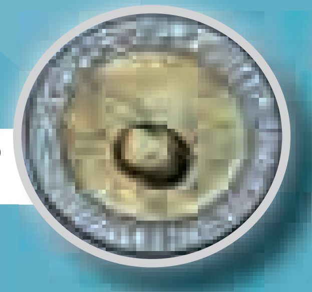
a b c d e f g h i j k l m n o p q r s t u v w x y z

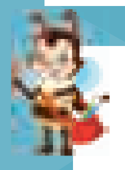
Science: The scientific method



1 Read and think

How many drops of water can you put on a pound coin?



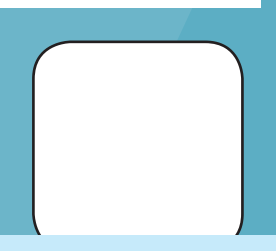


2 Work with a partner. Decide what you need. Look and complete

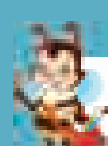
You will need:



....



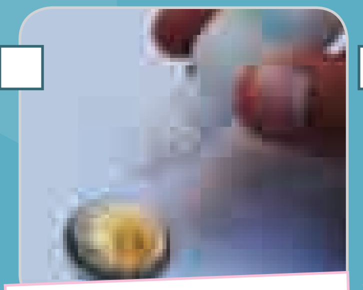
....



3 Read and number



☐ Dry the coin. Do the experiment again. Check your answer.



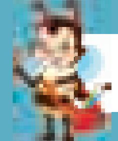
☐ Use your finger. Put drops of water on the coin. Count the drops.



1 Put a pound coin on your desk. Guess how many drops of water the coin holds. Write the number.

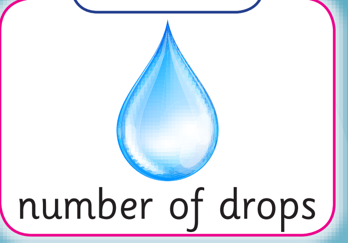


☐ When there is water on all the coin, stop. Write the number of drops.



4 Try and write

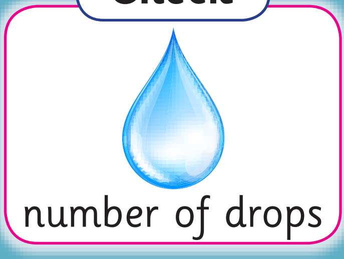
Guess



number of drops

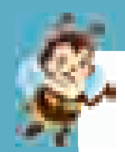
....

Check



number of drops

....

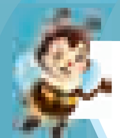


5 What happens if the two numbers are different?

Science: The scientific method

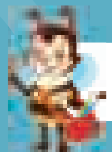
Unit 6

Measuring length



1 Read and think

Choose an object in the classroom. How big is it? Can we guess?



2 Decide what you need. Look and write

You need:

a ruler	....	....	....

3 Look, guess and write

Object	Guess	Measure
Book	19 cm	23.5 cm

4 Measure and write

....

....

....

....

....

....

I guess the book is 19 cm wide, but it is 23.5 cm.



Project: Shapes picture

You will need:

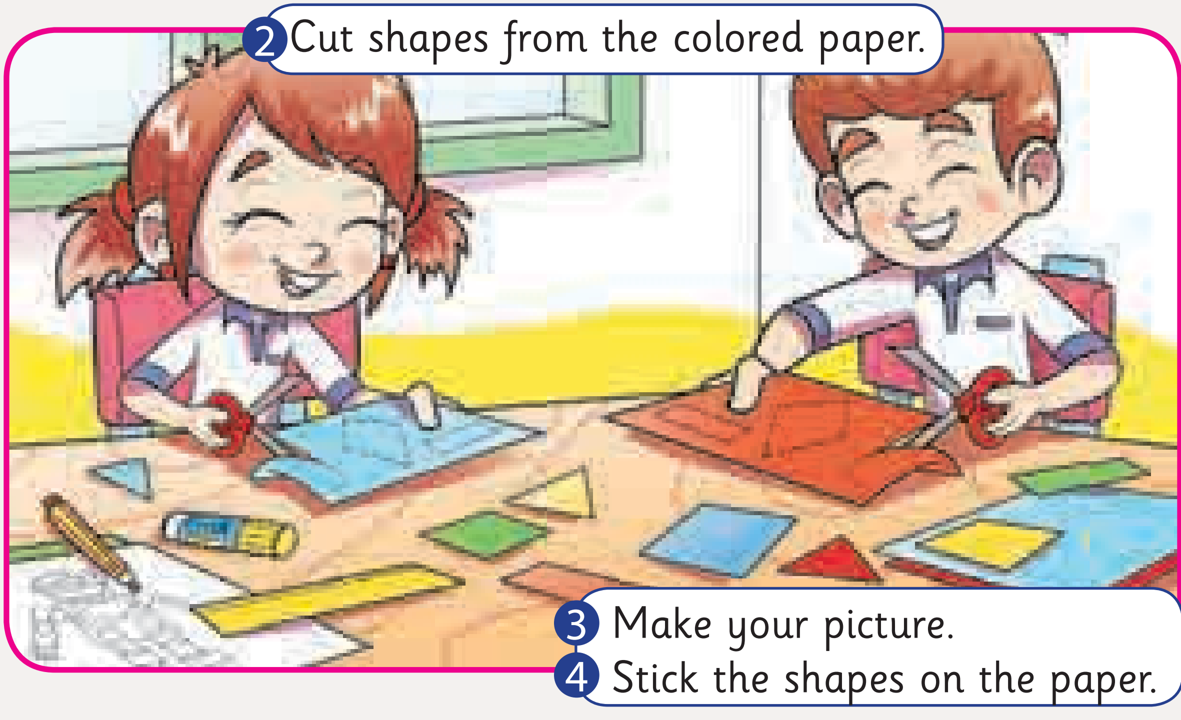


1 How to make your shape picture

1 Plan your picture on your black or white paper.



2 Cut shapes from the colored paper.



3 Make your picture.

4 Stick the shapes on the paper.

Show and tell

Unit 6

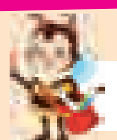


1 Show and tell

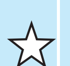
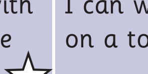
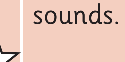
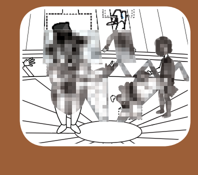
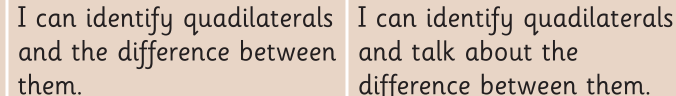
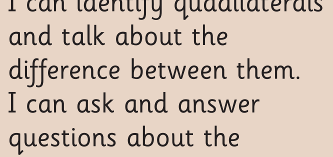
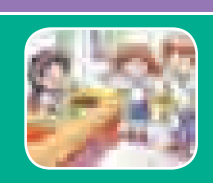


Language: *This is my picture. My robot has a square body and rectangle arms.*

Self Assessment



Look and draw

Reading and speaking 	I can read about people at the circus. ☆ 	I can read and describe people at the circus. ☆☆ 	I can talk about my favorite person at the circus. ☆☆☆ 
Writing  	I can trace complete, simple sentences. ☆  	I can finish sentences with words to make complete sentences. ☆☆ 	I can write simple sentences on a topic. ☆☆☆
Phonics   ou ow	I can read words with *ou/ ow* sounds. ☆ 	I can write words with *ou/ ow* sounds. ☆☆ 	I can write sentences with words that have *ou/ow* sounds. ☆☆☆
Math 	I can identify simple quadilaterals. I can put information about numbers into a tally chart. ☆ 	I can identify quadilaterals and the difference between them. I can put information about numbers into a tally chart, and a bar chart. ☆☆	I can identify quadilaterals and talk about the difference between them. I can ask and answer questions about the information in a bar chart. ☆☆☆  
Science 	I can put the steps of an experiment in order. ☆	I can guess the result of an experiment and check the result again. ☆☆	I can guess the result of an experiment, check the result again and talk about it. ☆☆☆ 
Project 	I work with a group to make a shape picture. ☆ 	I work with my group to make a shape picture and say ideas to make it better. ☆☆ 	I work with my group to make a shape picture, say ideas to make it better, and talk about it to my class. ☆☆☆ 

Play time



1 Read and trace, then write



1. The people are in the circus tent.

   ....

2. The ringmaster is talking to the people.

   ....

3. The clown is short and funny.

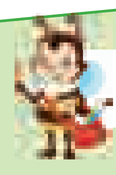
   ....

4. I love the trapeze artist because he can fly.

   ....

5. The juggler is throwing balls.

   ....



2 Circle the circus words in the wordsearch

y	b	x	j	c	i	r	c	u	s
s	v	t	u	e	o	o	d	w	d
b	o	e	g	w	f	p	e	f	e
r	i	n	g	m	a	s	t	e	r
x	u	t	l	a	c	e	g	d	r
a	y	a	e	f	r	g	s	v	u
r	c	f	r	g	o	h	v	c	o
s	l	h	r	i	b	j	n	r	p
d	o	g	t	r	a	i	n	e	r
o	w	m	e	k	t	k	i	t	k
p	n	d	d	l	k	m	x	n	l

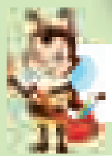


1 Look, read and complete



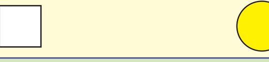
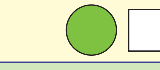
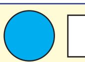
circus fat trainer there is acrobat coat I'm

Hi, it's Waleed. ..I'm.. at the ..circus.. . I'm very excited!
There's a short, ... ringmaster. He has a red ....
Next to the ringmaster, there's a dog .... Across
from the dog trainer, ... a tall, thin juggler.
I can see an .... He's walking on a rope.



2 Read, draw and color

Hi, it's Nagwa. I'm at the circus. There's a ringmaster. He's tall. Next to the ringmaster, there's an animal trainer. The animal trainer has three small, black dogs. Above them all we can see a trapeze artist.

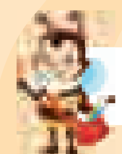
Teacher assessment    

Review 2



Revision of vocabulary from Units 4–6

Review 2



1 Read and color the correct pictures of Waleed's circus trip



Hi Grandma! I'm very excited. I'm at the circus. I can see a short, fat clown. There's an old ringmaster – he's very funny. There's a young dog trainer. The dogs are very funny! The juggler is next to the ringmaster – the show is beginning! Bye!



2 Point and say

Who's he?

What does he look like?



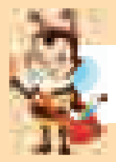
He's a clown.

He's ...

Revision of vocabulary and language from Units 4-6

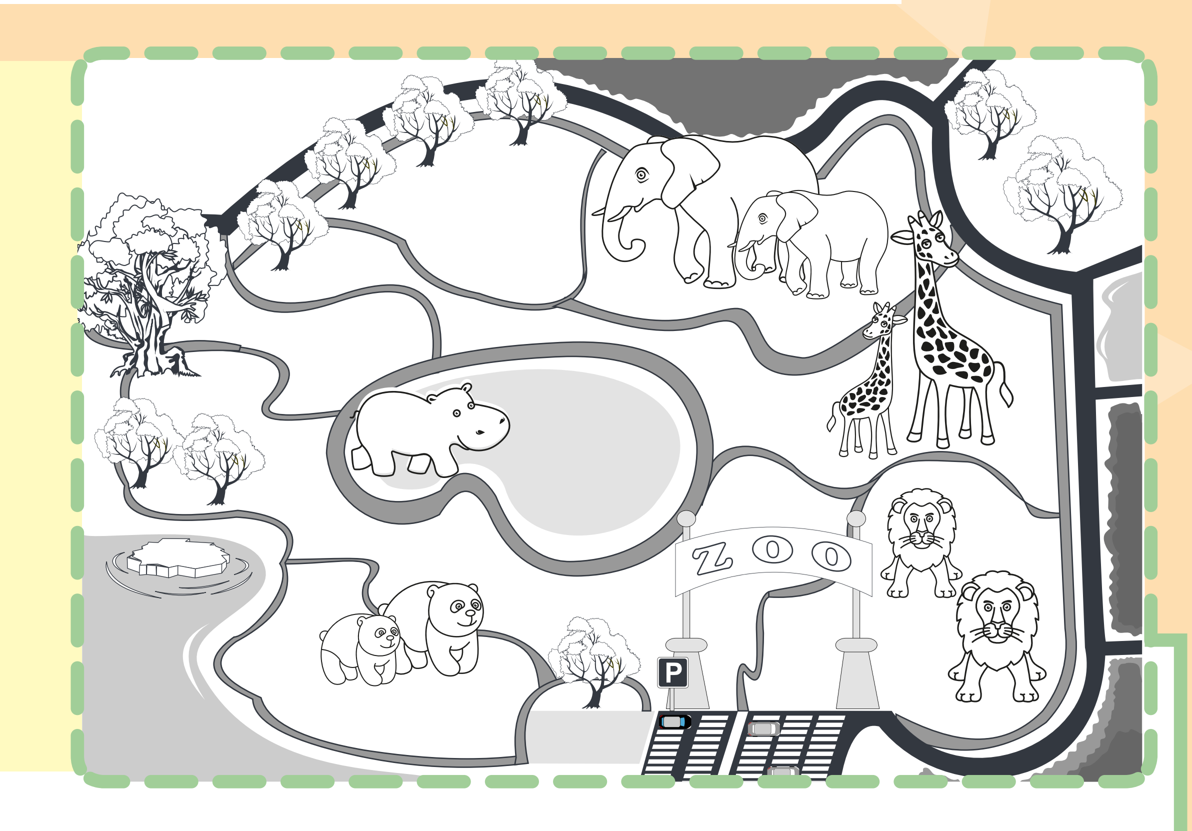


Review 2



1 Look and complete with the words in the box

fantastic
pandas
giraffes
~~going~~
Let's
lions
next to
straight
turn
we
hippo



Hany: We're at the zoo – hurray! How about ....going........ to see the giraffes?

Amira: Great idea – they are .... the elephants.

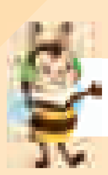
Hany: How do .... get there?

Amira: Go .... ahead, then .... right.

Hany: OK, thank you! .... go!

Amira: And after the giraffes, can we see the ....? It's across from the ....

Hany: Yes, ...!



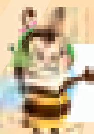
2 Listen and check



Revision of vocabulary and writing from Units 4-6



Review 2

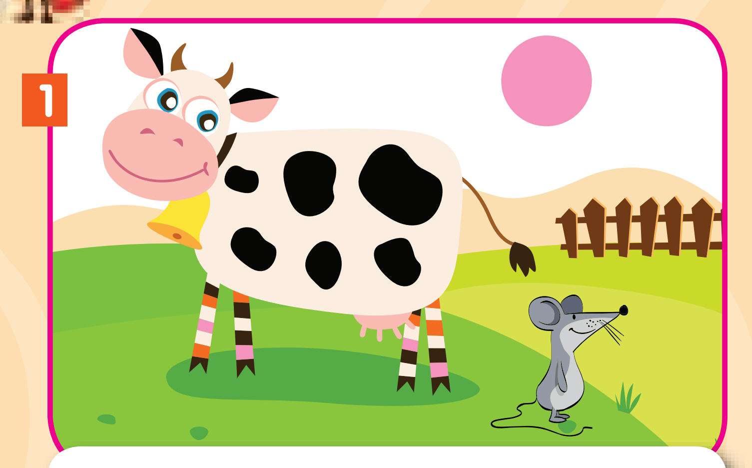


1 Listen and write

air/ear	ph/wh	ou and ow
1 h _ _ _	5 e _ _ _ _ _ _ _	9 c _ _ _ _
2 e _ _	6 w _ _ _ _	10 c _ _ _ _
3 c _ _ _ _	7 p _ _ _ _	11 m _ _ _ _
4 b _ _ _ _	8 w _ _ _	12 c _ _

2 Look and write. Then say

1



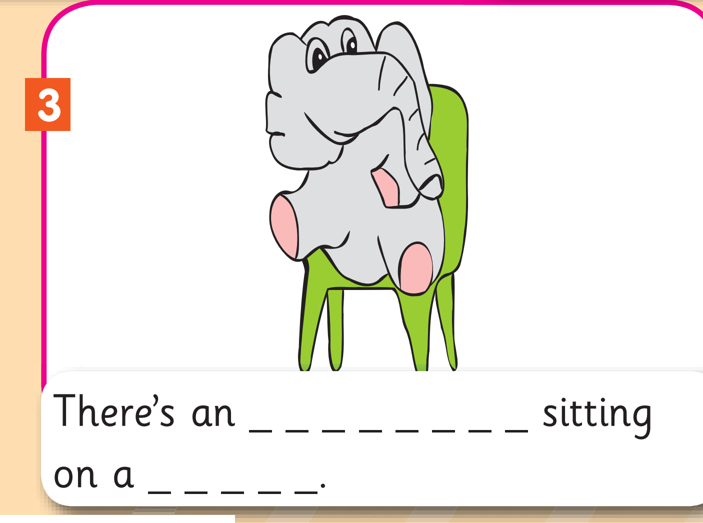
I can see a _ _ _ _ _ and a _ _ _ in a field.

2



There's a _ _ _ _ _ in the _ _ _ _ _ with me.

3



There's an _ _ _ _ _ _ _ _ sitting on a _ _ _ _ _.

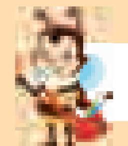
3 Listen and check

Revision of sounds from Units 4–6



Review 2

Self Assessment



Now I can ...

1 Tick what you can say

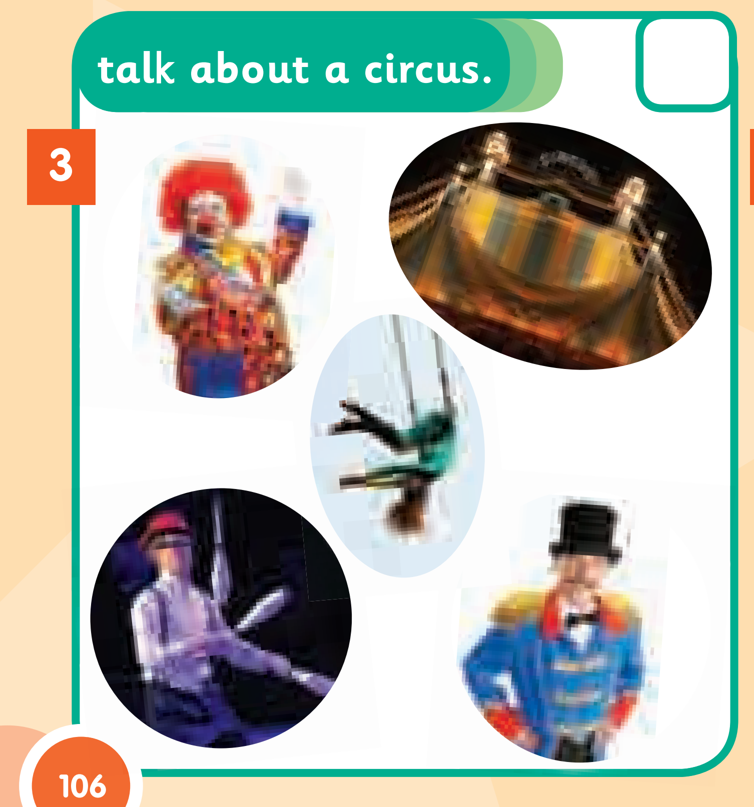
1 say furniture. ☐



2 say zoo animals. ☐



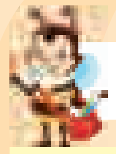
3 talk about a circus. ☐



4 say these sounds. ☐



Play time



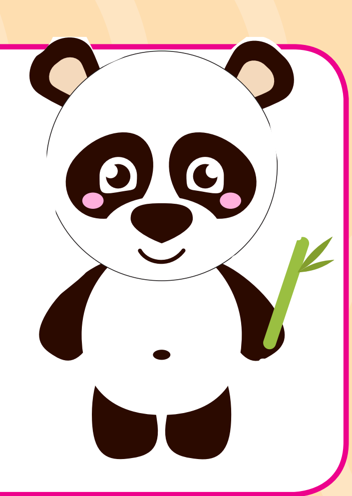
1 Complete the descriptions with the words in the box

bamboo forests	black	~~brown~~	fat	grasslands
~~grasslands~~	gray sea	water	white	yellow

Hi! I'm big and ..brown.... I have big teeth. I live in the grasslands of Africa.



Hi! I'm .... and white. I live in the .... of China.



Hi! I'm black and .... and short. I live by the .... I love water.



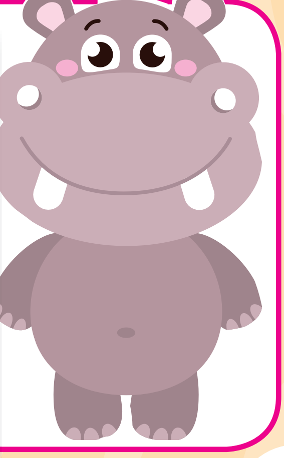
Hi! I'm .... and very big. I have big ears. I live in the .... of Africa.



Hi! I'm .... and brown. I have a very long neck. I live in the .... of Africa.



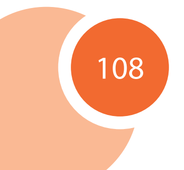
Hi! I'm brown and .... I live in Africa, near .... I like being in water for around 16 hours per day.



CONNECT READING ADVENTURES

Malak's Dream

BY NICOLA GARDNER
ILLUSTRATED BY MONA MOHAMED NAGY



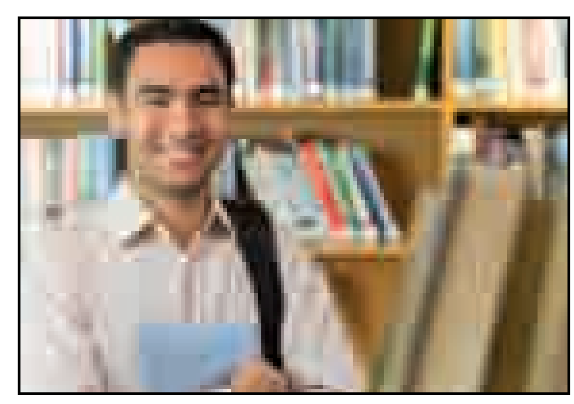
Picture Dictionary



lip-read
*She can't hear so she is **lip-reading**.*



American Sign Language (ASL)
*He is using **ASL** to talk.*



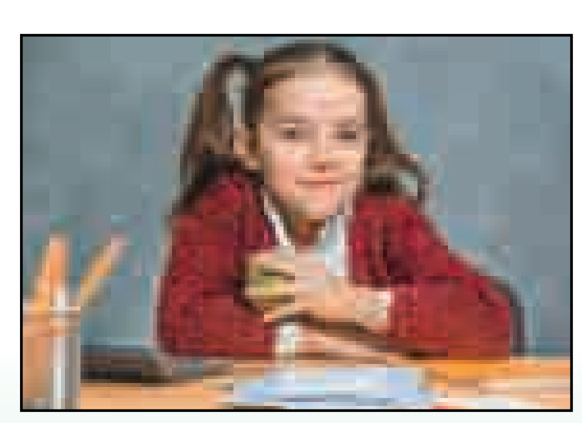
university
*My brother studies at **university**.*



hearing aid
***The hearing aid** in the child's ear helps him hear.*



proud
*His parents are very **proud** because he finished school.*



clever
*She can answer all the questions. She is very **clever**.*



This is Malak. She loves teaching. She wants to be a teacher when she's older.



Malak can't hear well. She wears a hearing aid that helps her to hear better.
Sometimes Malak feels sad because some children can't understand her. She wants to be a teacher. She can help people understand.







Malak goes to a special teacher. The teacher shows Malak how to read lips. Now Malak can see what people say.



Malak is very kind and likes playing games with her friends. She talks to them. They can understand her because they learned sign language.





Malak talks to her mom: “I want to be a teacher when I am older.” Her mom says “You can work hard. You can go to university to be a teacher. You are very clever. You can help deaf children. You can help all children to understand each other.”



Malak wants to speak to all deaf people. She wants to help them. She learns sign language.





She can say “Hello” in sign language. She can ask “How are you?” in sign language. She learns how to say many things. She talks to deaf people. Her friends like sign language.



Malak’s friends want to learn sign language. They say to Malak, “Please teach us some sign language.”





Malak and her friends sign to each other. Everyone can talk and they can use sign language.



Malak finishes university. She is very happy and proud.



Ms Malak is now a teacher at a club after school. Some of the children can hear, some can't hear well and some of the children are deaf. She uses sign language to talk to the deaf children.



The hearing children watch Ms Malak signing with the deaf children. They see the sign language. They think it's great fun. They say to Ms Malak, "Can we learn sign language?"



Ms Malak is very happy and excited. She teaches the hearing children some sign language.



When the children come to the after-school club they sign "Hello", "How are you?" and "Have a good day" to Ms Malak.



All the children speak and sign to each other in the club.

The hearing children sign to the deaf children. They play together. All the children are very happy and they have many friends.

Malak says, "Be happy and help others. People can learn to talk with each other."



Story

Words in the story

1 Look and write

1 c l e v e r

Down: 1, 2, 5

Across: 3, 4, 6

2 Look, read and guess

1 Malak loves **teaching**. Teaching means:

a help people learn. b help people run.

2 Malak is a teacher at a **club**. A **club** is:

a a place where you can learn, play and meet friends.

b a place where you can sleep and watch television.

3 Some children at the after school club are **deaf**. **Deaf** means:

a can't hear at all. b can't hear well.

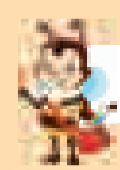




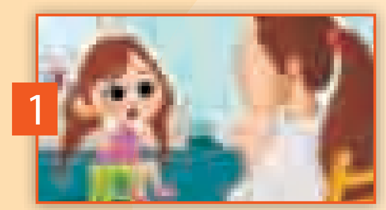


Story

The characters



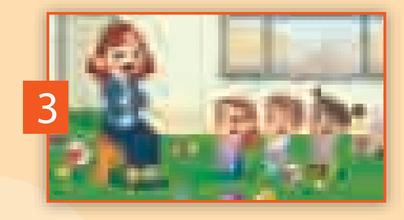
1 How do they feel? Look, read and circle

1 

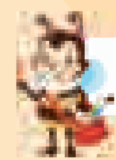
ⓐ Malak is excited.
ⓑ Malak is tired.

2 

ⓐ Mom and dad are very proud of Malak.
ⓑ Mom and dad are very angry with Malak.

3 

ⓐ The children are happy.
ⓑ The children are sad.



2 Look and number

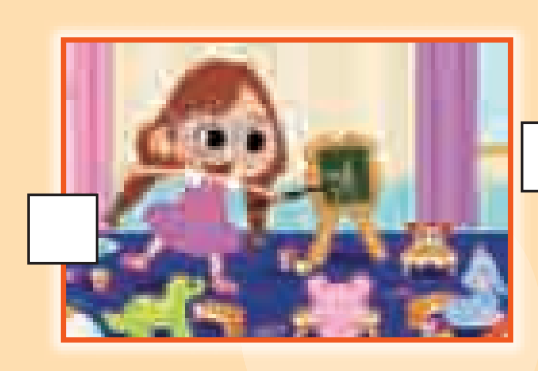


3 Say the story





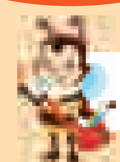








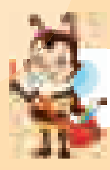
Story



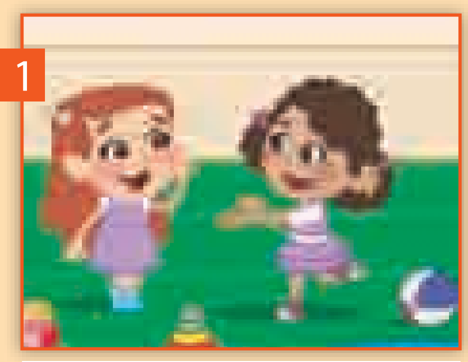
1 Look, read, complete and draw

teacher club ~~hearing aid~~ happy lip-read university

Malak wears a hearing aid . She wants to be a .... when she's older. Malak goes to .... Malak is now a teacher. She works at an after school .... She helps hearing children play and .... with deaf children. All the children are now .... and they can play together.



2 Color, trace and do

1

Hello!

2

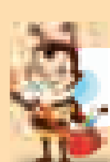
How are you?

3

Have a good day.

The characters





1 Read, match and write

1 I like Malak because

2 I like Malak's mom and dad because

3 I like the hearing children because

a they helped her.

b they sign with their deaf friends.

c she is clever.

....

....

....

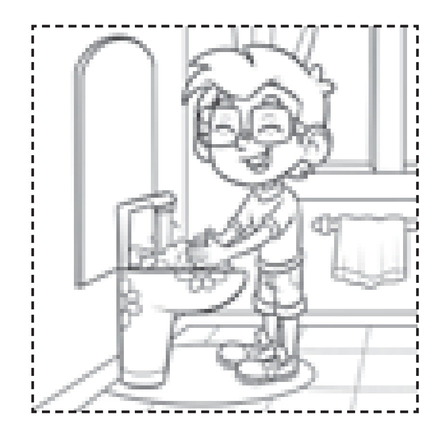
2 Read, draw and write

My favorite part of the story is when ....

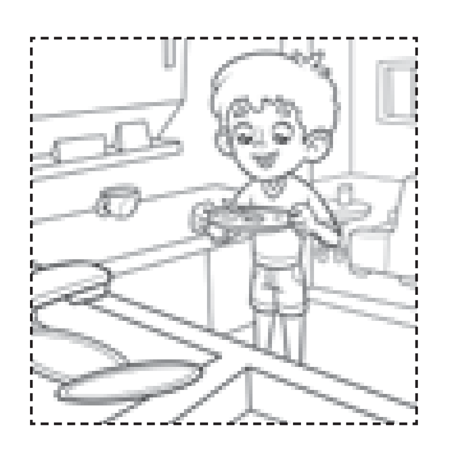
I like it because ....



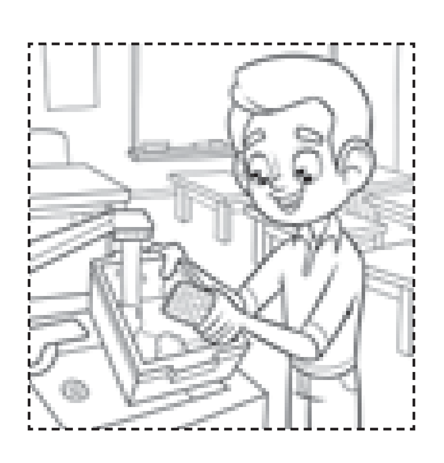
Cut Outs


















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